

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this chapter, the researcher examine to present obvious description of the findings and discussion. Findings section put something in result obtained by the data collecting and analysis. This section focuses on displaying the unprocessed findings and any significant trends or patterns observed in the research. In contrast, the discussion section explores the explanation and examination of these results.

The findings are thoroughly analyzed here, with arguments and explanations given to help grasp the significance of the results more clearly. The conversation is organized based on the research inquiries that underpin this study, guaranteeing that each question is thoroughly and sensibly examined.

#### **1. Integrating Islamic Values into Board Games as An English Learning Media**

Researcher decided to make board games as an English learning media and include Islamic values, goals of the games provide motivation and present challenges.

Acquiring a new language demands high levels of exertion and games assisting students in creating and maintaining the necessary effort for learning. They will not experience boredom, as games provide a refreshing change from the regular activities in the language class. Researcher tried to put in Islamic

values in board games in order to students had comprehension about Islamic values and academic knowledge.

Researcher includes activities that align with Islamic principles within the subject being instructed, including Muslim names for individuals, locations, or occurrences in the activity, and incorporate some Islamic phrases relevant to the specified subject. So that, there was integration of Islamic values into board games in English language learning, in classroom activities researcher blended Islamic and corresponding English phrases throughout the primary lesson utilizing a combination of English and Islamic expressions, relating the lesson that touch upon the same theme and subject being talked about, utilizing Islamic names for characters, locations, and actions. Researcher accepted validation by expert especially English teachers.

**STEP I:** Researcher integrated three types of Islamic values, these were: aqidah value, moral value, and social value. Aqidah means faith and belief, or in this context, aqidah is faith that is from the pillars of Islam. Moral value is covering the good and bad in Islam according to Qur'an and hadith which are moral to Allah SWT, moral to ourselves, and moral to other people. Social value is connected to the moral value; how humans interact between them in a social relationship according to Islam.

**STEP II:** Researcher created 5 board game designs using Snake and Ladder as the game mechanics and integrated the Islamic values into the games.

## a. Name 3



Figure 4.1. Name 3

The first one is “Name 3”, which the players name 3 things based on where the field they are. In this game, the Islamic values integrated are aqidah and moral value as the statements are containing topic of the prophets, pillars of Islam, how to eat according to prophet SAW.

The example of how to play this game is when the player lands on the “...prophets in Islam”, it means that the player have to name 3 prophets in Islam. The player answers “I know 3 prophets in Islam, they are Muhammad SAW, Adam AS, and Nuh AS”, or the player can directly states “Muhammad SAW, Adam AS, and Nuh AS.”

b. Use a Word



Figure 4.2. Use a Word

The second one is “Use a Word”, which the players use a word provided to form a sentence based on where the field they are. In this game, the topic covers all the 3 Islamic values as there are some words of people, Islamic places, activities and situations.

When the player lands on “Mosque” for an instance, they have to create a sentence that contains the word which in this case is Mosque. For example, I always go to mosque when the time of prayer comes.”

## c. What Do I Know About

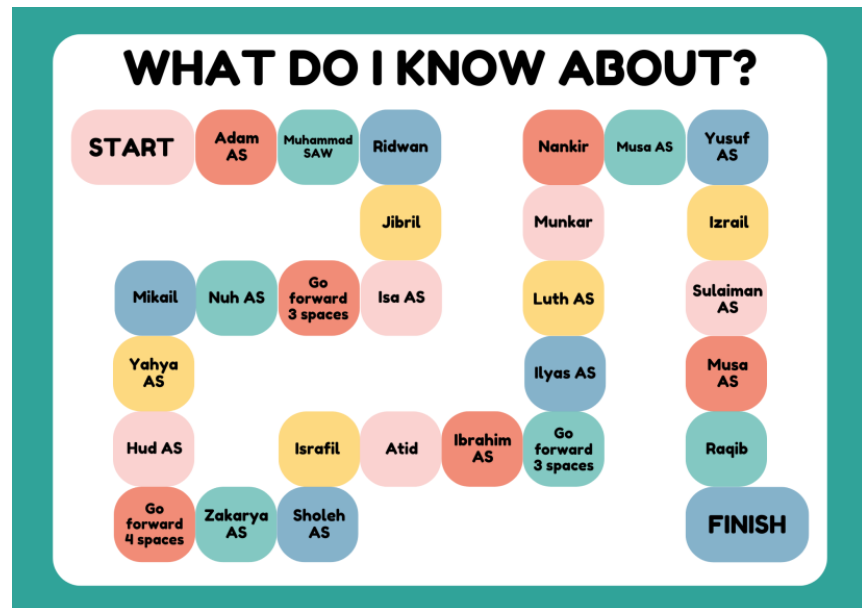


Figure 4.3. What Do I Know About

The third one is “What Do I Know About”, which the players state some fact about the word based on where the field they are. This game covers aqidah values as the game questions about the prophets and the angels.

In this game, the player states at least one fact about someone written on the field. For example, when a player lands on Adam AS, the answer could be “Adam AS is the first human created by Allah”, “Adam AS is the first prophet in Islam”, or “Adam AS is appointed to be the caliph (leader) on earth” and so on.

## d. What Someone Does

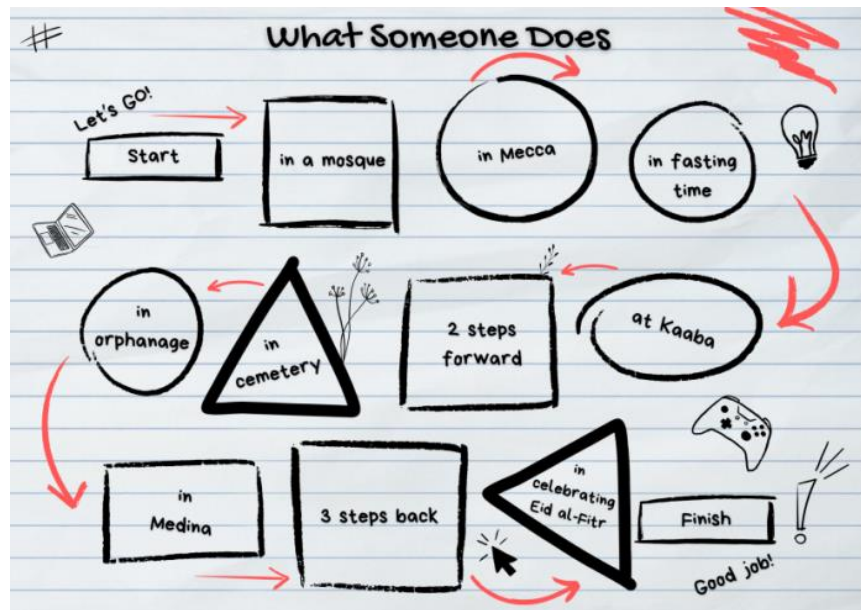


Figure 4.4. What Someone Does

The fourth one is “What Someone Does”, which the players give some example what do they do or what someone does in the location or situation based on where the field they are. This media covers mostly aqidah value that provided words are about places and situations where Islamic activities can be done.

When the player lands on a field, the player should state what someone will do in a place or situation written. For example, in Mecca, “Someone will go to Mecca in order to do pilgrimage according to Islam.”

## e. What Will You Do If You...



Figure 4.5. What Will You Do If You...

The fourth one is What Will You Do If You, which the players give some example what do they do if they are in the situation based on where the field they are. In this game, moral value and social value are integrated as the most situations are involving other people.

In this game, the player gives their opinion of what they will do if they are on one of the situations. For example, when they are angry, “ I will take a wudhu” or “I will sleep”.

When playing the game, it is recommended to split the students into 5 groups. Each group has different games. The students should write the answers, and then read them after the games end.

How to play the game:

1. The students start at “START” field where their goal is to reach the “FINISH” field.
2. The students take turn to roll the dice.

3. When the students hit a field, they must answer it.

**STEP III:** Researcher validated the board games to Islamic based schools, which are MAN 2 HST and MA NIPA RAKHA on class 10, testing the games by implementing them to the learning activity.

The media expert's validation was carried out by local English teachers who specialize in expertise; they evaluated the game design and technical aspects of the created educational media. The evaluation of the validation involved the assignment of scoring points, with SA=strongly agree, A=agree, D=disagree, SD=strongly disagree. The scoring tool is displayed in the figure below.

No	Statement	SA	A	D	SD
1	Concise and appealing title layout	✓			
2	Using appealing colors	✓			
3	Readability of the texts in the game		✓		
4	Appealing designs		✓		

Based on the table provided, all indicators had good game design overall and received the top score for title design, statement 1 and 2 English teacher gave strongly agree then statement 3 and 4 got agree. It showed that assessment of game designed well.

No	Statement	SA	A	D	SD
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1	Simple gameplay mechanisms	✓
2	Understanding the game layout is simple	✓
3	All game elements included	✓

Based on the table provided, evaluation of game had good mechanics, statement 1 and 2 English teacher gave strongly agree then the last statement got agree. It showed that game mechanics used by researcher well done.

Table 4.3

Evaluation of material compatibility by the MAN 2 HST English teacher

No	Statement	SA	A	D	SD
1	The content covers suitable subjects related to Islamic principles and ethics	✓			
2	Material is in accordance with the learning goals		✓		
3	The content covers subjects that are relevant to students' everyday experiences	✓			
4	The language employed in this instructional material is simple to comprehend	✓			
5	This learning media makes the process of learning English easier	✓			

Based on table above, evaluation of material compatibility was good, statement 1 English teacher gave strongly agree, statement 2 got agree and the statement 3, 4, 5 got strongly agree.

Researcher concluded that assessment of game designed, evaluation of game mechanics, and evaluation of material compatibility presented by English teacher was good and the teacher gave statement that board game worth using in teaching learning English. English teacher presented

suggestion that the media utilized in learning was highly effective in engaging students; however, when presenting the material, it was simplified to enhance students' comprehension.

Table 4.4

Assessment of game design by the MA NIPA RAKHA English teacher

No	Statement	SA	A	D	SD
1	Concise and appealing title layout	✓			
2	Using appealing colors	✓			
3	Readability of text in the game	✓			
4	Appealing designs	✓			

Based on the table provided, all indicators had perfect game design overall and received the top score for title design, statement 1, 2, 3, and 4 English teacher gave strongly agree. It showed that assessment of game designed perfect.

Table 4.5

Evaluation of game mechanics by the MA NIPA RAKHA English teacher

No	Statement	SA	A	D	SD
1	Simple gameplay mechanisms	✓			
2	Understanding the game layout is simple	✓			
3	All game elements included	✓			

Based on the table provided, evaluation of game had fine mechanics, statement 1, 2, and 3 English teacher gave strongly agree. It showed that game mechanics used by researcher well done.

Table 4.6

Evaluation of material compatibility by the MA NIPA RAKHA English teacher

No	Statement	SA	A	D	SD
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1	The content covers suitable subjects related to Islamic principles and ethics	✓
2	Material is in accordance with the learning goals	✓
3	The content covers subjects that are relevant to students' everyday experiences	✓
4	The language employed in this instructional material is simple to comprehend	✓
5	This learning media makes the process of learning English easier	✓

Based on table above, evaluation of material compatibility was good, statement 1, 2, 3, and 4 English teacher gave strongly agree, the statement last got strongly agree.

From the short discussion with the each teacher, it is found that the board games are helpful and advantageous to be implemented into English learning activity. Although, there is a consideration regarding to amount of time to play the game.

Researcher concluded that assessment of game designed, evaluation of game mechanics, and evaluation of material compatibility presented by English teacher was good and the teacher gave statement that board game worth using in teaching learning English. English teacher presented suggestion that board game was good but it had a little bit problems about time management in order to minimization when researcher used this media.

Based on the result of experts validation that media was used by researcher to integrate Islamic value was useful even students felt excited in

learning English. Experts validation gave respond positive for this board game and help the students interact with the other students.

**STEP IV:** While observing the implementation of the games in the learning activity, Researcher found that the games take considerably amount of time to finish. Hence, researcher revises some game to reduce time for playing them. Researcher also gives some new looks for some games to appear to be fresh.



Figure 4.6. Revised NAME 3

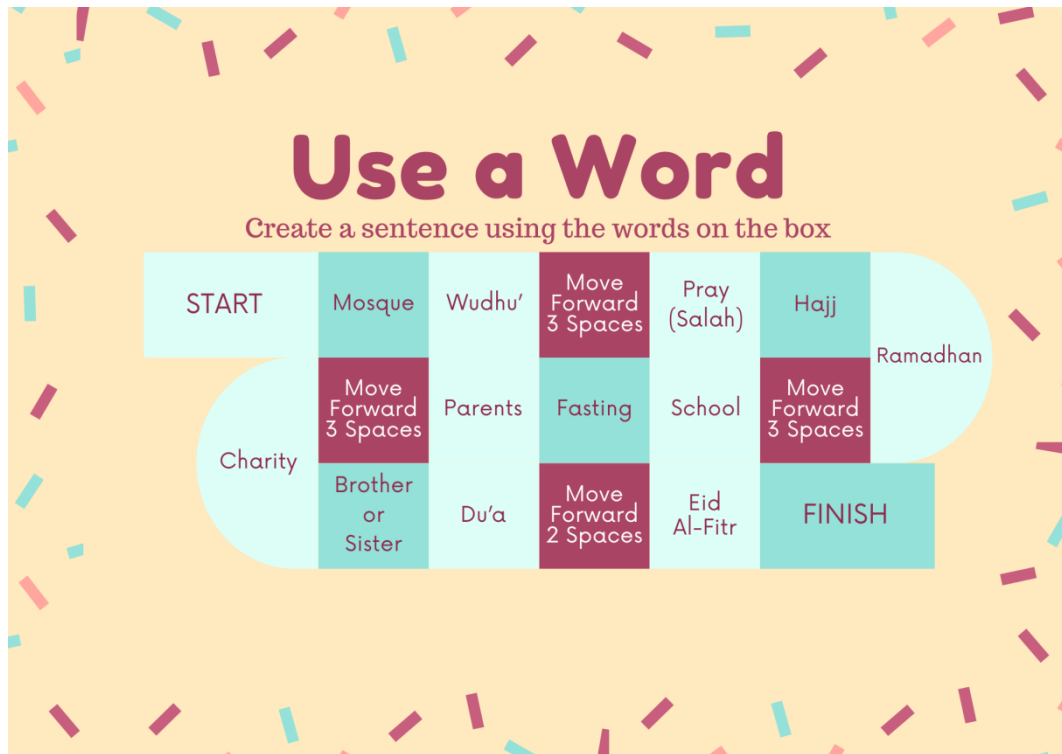


Figure 4.7 Revised Use a Word

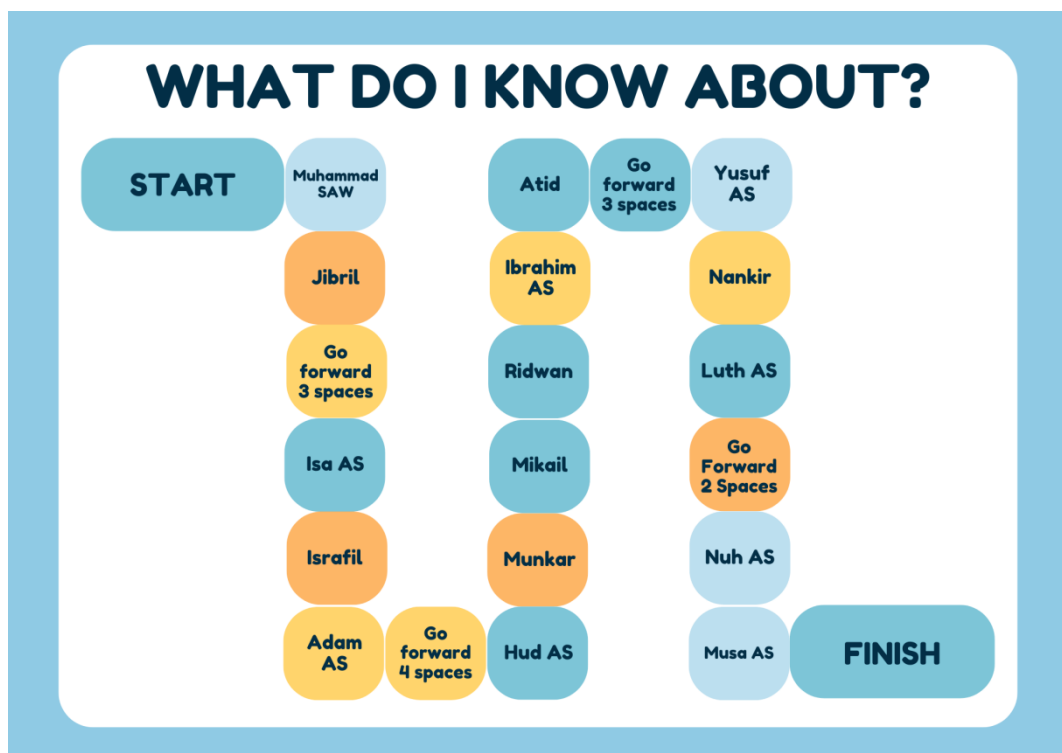


Figure 4.8 Revised What Do I Know About



Figure 4.9 Revised What Will You Do If You...

## 2. The Potential Benefits And Challenges Associated With Integrating Islamic Values Into Board Games As An English Learning Media

Researcher found both of potential benefits and challenges when the board games are implemented into English learning at MAN 2 HST and MA NIPA RAKHA:

### a. Benefits

#### 1) The Students Are Active on The Social Aspect

When they are playing with their there are some interactions between them. Some discussing the answers with their friends while others play.

#### 2) The Students Easily Understand The Topic

As the Islamic values are compatible within their daily life and

previous lesson on Islamic subjects, it is easily for them to answer the questions whether it is the aqidah, moral, or social value.

### 3) The Learning Experience Is More Fun

Rather than usual learning focusing to the Teacher's explanation, the students are more active being engaged into the activity as they play in group

#### b. Challenges

##### 1) Difficulty Forming Their Answer in English

Some students have difficulty forming sentence in English since their vocabulary is not much developed aside from using dictionary. Most of them are asking the vocabulary to the teachers. For example, the answer for "What do I know about Nuh AS?" they know the answer that Nuh AS made an ark to save humans and animals from the great flood, but do not know the answer in English.

##### 2) The Games Requires Considerably Amount of Time to Play

Some games take considerably amount of time to play and answer since the design covers too much field, especially "What do I know about" game. Compared to the other games, there are 29 fields including start and finish while the other games have no more than 20 fields.

## **B. Discussion**

Teachers have a strong need for the creation of teaching materials. Teaching techniques need to adapt as the times change. Today's students lead



varied lifestyles and learning methods in contrast to previous generations. Adjusting teaching techniques to align with students' individual requirements is crucial in maintaining their interest in the learning process.

This study demonstrates that in order to maintain student motivation, educators must ensure that learning is both simple and engaging with media. Media are instruments used to enhance communication and interaction between teachers and students, enhancing the effectiveness of the teaching and learning process. Media is employed to reinforce the content provided by the instructor. Using media can inspire students to learn and effectively clarify and demonstrate the material of a subject.

According to Azikiwe (2007), Instructional media refer to the tools that teachers utilize to engage all five senses - sight, hearing, touch, smell, and taste - when delivering their lessons. The researcher can determine that instructional media encompasses all elements, such as materials and methods, that can engage learners' minds, emotions, focus, and abilities to enhance the educational process. The collection of materials, tools, and equipment must be sufficient for effectively transferring, conveying, and learning information.

Zulkarnain (2008) categorizes Islamic values into three types based on normative values. These categories include beliefs, ethics, and community norms.

Researcher includes activities that align with Islamic principles within the subject being instructed, include Muslim names for individuals, locations, or occurrences in the activity, and incorporate some Islamic phrases relevant

to the specified subject. So that, there was integration of Islamic values into board games in English language learning, in classroom activities researcher blended Islamic and corresponding English phrases throughout the primary lesson, utilizing a combination of English and Islamic expressions through, relating the lesson that touch upon the same theme and subject being talked about, utilizing Islamic names for characters, locations, actions and media was used by researcher to integrate Islamic value was useful even students felt excited in learning English.

Experts validation gave respond positive for this board game and help the students interact with the other students. It showed this result appropriating the theory, this media helped students to focus on learning English.

Furthermore, Lewis asserts that games have the potential to establish a significant environment for language usage. Hadfield (1999) suggests that games provide a setting where language functions purposefully in order to achieve a specific objective. Games help students apply English in a practical manner, integrating real-life situations into the classroom for improved language proficiency.

According to Savanah and Sidney, the pros and cons of using board games can be summarized as follows.

1. Some individuals are overly competitive and initiate conflict,
2. Some individuals may view board games as suitable only for young children,
3. Certain games can lead to anxiety and,

4. Dependency stimulating creativity and critical thinking abilities facilitating social interaction among students.

Result of observation that researcher found appropriating theory. There were potential and challenges in using board game to integrate Islamic values acquiring a new language demands a significant amount of work, and games assist students in both making and maintaining this effort while learning.

Games provide a refreshing change from the typical activities in the language class, making students less likely to feel bored. Games typically entail amicable rivalry, helping to sustain learner engagement and encouraging active participation in educational tasks.