



THE EFFECTIVENESS OF SIMULATION BOARD GAME TO IMPROVE SPEAKING SKILL IN DESCRIPTIVE TEXT TO THE TENTH GRADE STUDENTS OF SMA NEGERI 2 WONOSOBO 2015/2016

Nuari Larasati, Abdurrachman Faridi, Rohani ✉

English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received in October 2018

Approved in November 2018

Published in January 2019

Keywords: Board game, conventional method, speaking skill.

Abstract

This experimental research aims to find out if Simulation Board Game is more effective than Conventional Method to improve students' speaking skill. Around sixty-six students of the tenth grades of SMA Negeri 2 Wonosobo, in academic year 2015/2016 participating in this research were categorized into two groups named experimental and control group. To make it easier to understand, the result was presented in the form of statistical data. The post-test score of both groups is quite far which is 75.12 for the experimental and 60.12 for the control group. In addition, the sig (2-tailed) of the T-test which is 0.000 explains that there is a significant difference between the students who are taught by using Board Game and those who are taught by using Conventional method. Furthermore, the N-gain score shows that the effectiveness of speaking skill with Board Game is at the medium level, while the effectiveness of speaking skill with Conventional method is at the low level. Based on the data analysis result of the research, it can be concluded that use of Board Game is more effective than the use of Conventional method to teach speaking skill to the students.

© 2018 Universitas Negeri Semarang

✉ Correspondent Address:
B3 Building FBS Unnes
Sekaran, Gunungpati, Semarang, 50229
E-mail: uness_english@yahoo.com

ISSN 2252-6706

INTRODUCTION

Mastering English is very important for certain group of people in their life since English is an international language that is used almost in every part of the world. Learning English as language requires the mastery of four skills. They are listening, speaking, reading, and writing. Speaking is one of the important skill for them to practice their capability and their understanding, how to send idea, and how to spell word well. There are several essential components of speaking skill. Brown (2004: 157) states that the speaking skill consist of six components: grammar, vocabulary, fluency, comprehension, pronunciation and task. In this case the students' motivation and interest are very needed to make the process of their understanding more easily.

Furthermore, speaking is a skill that needs practices. The more students practice through sharing their idea, they will become the better speaker. In addition Davison and Dowson (2009:107) say that pupils need opportunities to speak and listen in a wide variety of context and for a wide range of purpose, in order to increase their thinking ability, to develop their powers of communication and to provide examples of language in use through which to develop their explicit knowledge about speaking and listening.

The failure of the teaching English can be caused by the material of English subject is very variety, so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study. The teacher can use some methods in learning process to help the students' understanding about the material that is explained. In applying the method, the teachers have to prepare many things like; teaching material, classroom management, and many other aspects because using inappropriate technique can make the students get difficulties in understanding the teacher's explanation and it means that the teacher may be failed in teaching them. It is in the same line with Burns and Joyce's statement (1997: 54): "One of the aims of most of the language programs used by today's teachers is to develop spoken language skills, and most programs aim to integrate both spoken and written language".

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching English, method is used to help the students for speaking to make interaction between the teacher and students. Furthermore, the teacher has to prepare the interested aids before teaching learning process done. Harmer (1993: 3) states, "Motivation means a kind of drive that encourages somebody to pursue a course action". It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like it without boring and despair.

The teacher can uses game in teaching activity because game can increase the students' interest in the class, based on the writer previous experience when the writer was doing PPL in SMP Negeri 1 Magelang, the writer found the students' was interesting when the writer gave some games in the class, it made the students not become bored and they become more active in the class. Mei and Yu Jing (2000) believe that through playing games, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stress, the students can learn a lot in learning target language. It means that learning through game decreases the stress from lesson and makes the students enjoy the learning process. For example board game it usually implies entertainment and relaxation.

Games are activities that encourage the participants to compete with one or with more individuals. They have certain rules. Celce and Murcia (2001:34) say that game is an organized

language activity that has particular task and objective and set of rules which involve an element of competition between players.

The teacher can use board game as method in teaching and learning processes. By using game, learning process can be fun and the learning process is not only about textbooks and recitation. According to Hornby (1995: 486) game is an activity that you do to have some fun. Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game can be method that will give many advantages for teacher and the students either. In this situation speaking board game can be conducted to change the bored class to become more enjoyment class.

Based on the reason above, the writer tried to find out the effectiveness of this study entitled "The Effectiveness of Simulation Board Game to Improve Speaking Skill to the Tenth Grade Students of SMA Negeri 2 Wonosobo 2015/2016. Beside the writer used this technique to make the students more active in speaking class.

METHODS

In achieving the objective of the study, the writer used pre-experimental research to obtain the required data and information. The approach that used was quantitative method which means that the method and the instrument involves numerical measurements and the statistical quantification was conducted.

The subject of this study were the students of SMA Negeri 2 Wonosobo in the academic year 2015/2016. Then the writer categorized the subject of the study into population, sample, and technique of sampling.

The population is the whole members to which the writer gathered information in order to generalize of the research result. The population in this study was the tenth grade students at SMA Negeri 2 Wonosobo in academic year 2015/2016.

Sample is a representative of the population on critical parameters at an acceptable level of proficiency. Saleh (2001: 34) explains, researcher can consider the suitable number of sample to represent the population". In selecting the sample, the writer used purposive sampling. First the writer looked the population from all classes of tenth grade students' score from their MID semester' score, then the writer chose two tenth grade classes from SMA N 2 Wonosobo which get the equal score and equal ability in English. The two classes which have chosen became experimental group and control group. The writes has chosen X MIA 5 class as the experimental group and X IBB class as the control group.

The method of collecting data that the writer used in this study were test, questionnaire, and observation checklist. It should be applied in conducting the research in order to get the appropriate result of the research. The method of collecting data in this research can be seen as follow:

Firstly, the writer conducted pre-test. The test is given to identify the students' speaking achievement before giving the treatment. In this test, the students are asked to do speaking test in front of the class.

Next, for the real experiment the students were given a treatment by using board game in teaching speaking to the experimental group and using conventional method to the control group. This treatment was conducted in order to determine whether there is significant difference in speaking achievement between the experimental group and control group.

The last, data are obtained from the post-test. It was conducted to know the improvement the students' speaking achievement after the treatments done. The test items are the same with pre-test items. The students are asked to describe something related to the material given.

The last but not least, questionnaire was given after doing post-test. It is to support the primary data in this research and to know how far the result effects on the students. The result of treatments is known by the students' achievement that got by comparing the result before (pre-test) and after treatments (post-test) conducted.

RESULTS AND DISCUSSIONS

Pre-test was given before doing the experiment. The pre-test was given in X IBB class as the control group and X MIA class as the experimental group on 26 April 2016. In the pre-test, students were given a brief explanation about descriptive text without treatment, after that the students were asked to make a spoken descriptive text then they told it in front of the class. This was used to measure the students' skills in spoken descriptive text before they were given the treatment.

In conducting experiment, students of the experimental group were given treatment using board game after pre-test. The treatment was given in three times. The first treatment was given on the second meeting on 3 May 2016. The second treatment was conducted on 10 May 2016. Then the last treatment was on 17 May 2016 ten minutes before post-test. The purpose of these treatments was to apply the use of board game in teaching a spoken descriptive text. In the first meeting before pre-test the writer only gave a brief explanation without the game. The second meeting the writer gave the treatment using board game, the students were asked to make groups, each group consist of six students, after that they played board game in their group. In board game provides questions related to spoken descriptive text. In the third meeting the writer gave the same treatment and game with the different questions about spoken descriptive text. The last meeting before post-test, the students were given a brief summary. The aims of giving treatments using board game is to help the students in speaking skill.

Post-test was given after all treatments were done. The post-test was conducted on 17 May 2016. The writer gave the test for the experimental group and control group in order to know the achievement of the students. The post-test question was the same with the pretest. Post-test is used to measure the students' skill after the treatments.

The results of the descriptive statistics analysis of the pre-test's score were seen as follows:

| Descriptive statistic | | | | | |
|-----------------------|----|-------|-------|---------|---------|
| | N | Min | Max | Sum | Mean |
| Experimental | 34 | 48.00 | 68.00 | 1984.00 | 58.3529 |
| Control | 32 | 52.00 | 68.00 | 1880.00 | 58.7500 |
| Valid N | 32 | | | | |

Table 3.1.Pre-Test's Scores

The table above shows that both the control and the experimental group had the same maximum score but different minimum score, the differential between two means was almost similar. From the table 4.2, the total pre-test scores of the students in experimental group were 1984 and the mean was 58.35; with the minimum score was 48 and maximum score was 68. While the total pre-test scores of the students in control group were 1,880 and the mean was 5.75: with the minimum score was 52 and maximum score was 68. If we calculated the difference of both means,

the result would be 0.4 which indicated that the difference still could be tolerated. In order to find out the result of the data analysis, the descriptive statistics analysis of post-test score is also important.

After conducting the descriptive analysis of the post-test score, the result could be seen as follows:

| Descriptive Statistics | | | | | |
|------------------------|----|-------|-------|---------|---------|
| | N | Min | Max | Sum | Mean |
| Experimental | 34 | 68.00 | 84.00 | 2560.00 | 75.2941 |
| Control | 32 | 52.00 | 64.00 | 1924.00 | 60.1250 |
| Valid N | 32 | | | | |

Table 3.2. Statistics of Post-test's Score

The result was different from the previous result, in this table all aspects show different result. The minimum, maximum and the mean of the data were different even the number of the data were same. The experimental group had higher result in every aspects than the control group. From the computation of the test result, the total post-test scores of the students in experimental group were 32,560 and the mean was 75.29; with the minimum score was 68 and maximum score was 84. While the total post-test scores of the students in control group were 1,924 and the mean was 60.12; with the minimum score was 52 and the maximum score was 64. The difference means between the experimental and control group were 15.16 which indicates the significant difference between experimental and control group. Thus, based on the significant difference from both groups, it can be concluded that after the treatment, the enhancement for each class were quite different.

From the diagram below, the blue rectangular were maximum score result of pre-test and post-test, the red rectangular were minimum score result of pre-test and post-test, and the gray rectangular were the mean result of pre-test and post-test. It showed that the line of experimental and control group's pre test was almost same, but the line of experimental group's post test was significantly higher than control group's one. The result can be illustrated in the following diagram:

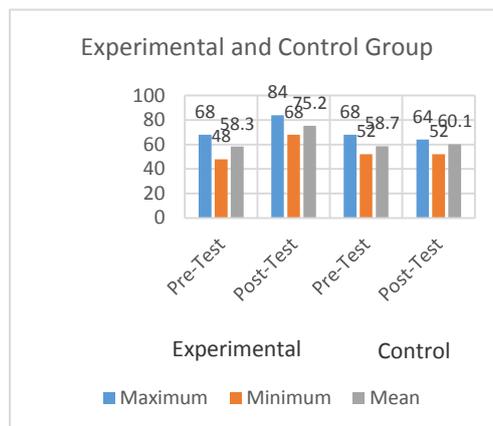


Figure 3.1. Experimental and Control Groups

The result of the questionnaire can be illustrated in the following diagram:

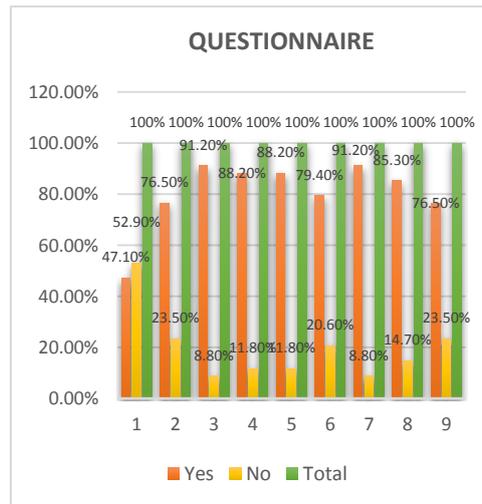


Figure 3.2 Questionnaire Result of Experimental Group

From the data above, it could be concluded that basically the students like English lesson. They found difficulties in speaking and still felt afraid to speak in front of their friends. After they using Board Game in the learning process, they felt Board Game could help them in their speaking and they became brave to speak in front of their friends. According to them, Board Game was effective strategy to to improve the students' speaking skill, because they thought that there were significant changes in their speaking. It can be concluded that most of the students agree that Board Game can help the students to improve their speaking skill.

CONCLUSIONS

The purposes of this study, first is to explain whether the students will be more active in the class if the teacher uses simulation board game in learning process. The second purpose is to find out whether any effectiveness of using simulation board game to improve the students' speaking skill. After conducting the research the writer can conclude that students are more active in the class because after they got simulation board game they have courage to speak in front of the class and they can speak more fluency.

The second conclusions of the research are drawn in accordance with the result of the data analysis in the previous chapter. Based on the data analysis, the writer concluded that there is a significant difference between the experimental group and the control group. The average score for the experimental group was 58.3 for the pre-test and 75.29 for the post test, while the average scores for the control group was 58.7 for the pre-test and 60.12 for the post-test. Each group had different achievement. The achievement of experimental group was higher than the control group. Moreover, almost all students in the experimental group got maximal score in their post-test. There is an improvement of students' achievement in speaking of descriptive text. It could be concluded that using simulation board was effective in teaching speaking of descriptive text. The students' responses toward simulation board game in speaking descriptive text is shown from the questionnaire given to the students in the experimental group after post-test was conducted. It was found that 88.20% students answered "yes" (is whether or not the students realize that Board Game could help them to improve their speaking skill). Moreover, it was found 79.40% students answered "yes" (whether the students have any differences before and after using Board Game in learning process or not). According to them board game was effective to make the students active in speaking English descriptive text, because they thought that there were significant changes in their speaking. It can be

concluded that most of the students agree that simulation board game can help the students to improve their speaking skill of descriptive text.

REFERENCES

- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- _____. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- _____. 2003. *Language Assessment: Principles and Classroom Practice*. San Francisco: Longman.
- _____. 2004. *Language assessment: Principles and classroom practices*. New York: Pearson Education, Inc.
- Burns, A. and Joyce, H. 1997. *Focus on Speaking*. Sydney: National Centre of English Language Teaching and Research.
- Celce, M. and Murcia. 2001. *Teaching English as a Second or Foreign Language*. USA: Heinle&Heinle.
- Chang, S. and Cogswell, J. 2008. *Using Board Game in the Language Classroom*. New York: TESOL Convention and Exhibition.
- Davidson and Dowson. 2009. *Learning to Teach English in the Secondary School: A Comparison to School Experience (Learning to Teach Subjects in the Secondary School Series)*. UK: Routledge.
- Harmer, J. 1993. *The Practice of English Language Teaching*. New York: Longman.
- _____. 2007. *How to Teach English*. New York: Longman.
- Hornby, A. S. 1995. *Oxford Learner's Dictionary of Current English*. London: Oxford University Press.
- Kusumarasyati. And Khusnah, N. 2013. *The Effectiveness of a Board Game for Teaching Speaking to the Seventh Graders of MTs. NU Terate Gersik. An Article of Surabaya State University*.
- Lee, H. L. J. 2012. *SMARTies: Using Board Game in the English Classroom for edutainment and assessment*. Vol. 8 No. 1.
- Lewis, G. And Bedson, G. 1999. *Games for Children*. UK: Oxford University Press.
- Mei, Y. Y. and Jang Y. 2000. *Using Games in an EFL Class for Children*. Daejin University ELT Research Paper. Fall, 2000.
- Nimarwati, L. A. 2015. *Improving Students' Speaking Skills Through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in the Academic Year 2013/2014*. Final Project of Yogyakarta State University.
- Oxford Advanced Learner's Dictionary. 2010. Oxford: Oxford University Press.
- Provenzo, A. B. and Povenzo, E. F. 1981. *Favorite Board Game You Can Make and Play*. US: Courier Corporation.
- Saleh, A. R. 2001. *Pemberdayaan Perpustakaan Perguruan Tinggi*. Makalah lepas. Tidak dipublikasi.

Smith, H. 2006. Playing to Learn: A Qualitative Analysis of Bilingual Pupil-Pupil Talk During Board Game Play. *Language and Education* Vol. 20 No.5 p415-437.

Thornbury, S. 2000. A Dogma for EFL. *IATEFL issues*, 153.

Utamaningsih, M. N. 2012. Improving Students' Speaking Ability Through Story Board Game: an Action Research of Tenth Grade Students of SMA N 1 Grabag. Final Project of Semarang State University.