

The Effectiveness of Board Game Method on Reading Mastery

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Abstract

This research aims to find the effectiveness of Board Game to Improve Students' Reading Mastery for eleventh grade at SMK Widya Batam in Academic Year 2017/2018. To know the method is effective or not, the writer used true-experiment applied in XI.3 and XI.5. And to know how effective used Board Game to improve students' Reading. Board Game made students interested to learn and enjoy the subject at school and their daily activity. The students will practice their knowledge by the game, especially with Board Game. And the teacher had the new method to teach the students with game. The instrument is Task Based Picture, and analyzed the data by t-test. The result showed that there was significant to students taught by Board Game. The writer takes the conclusion that the method is effective for teaching process. The method was okay because it was own good and effective for learners.

Key words: *Reading, and Board Game*

INTRODUCTION

In Indonesia, English is learned from primary school until to university. In this research, the resercher found that many students do not understand the English. Many students are not interested in learning English, especially in reading. Reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and it is considered as the most important one because it can influence other language skill (listening, speaking, and writing). According to Grellet (2001) reading may be classified as four simply categories they are:

1. Intensive reading is reading activity that is being related to further progress in language learning under the teacher guidance. In this type of reading, control from a teacher is compulsory and it will provide a basis for elucidation of difficulties of structure, and for the extension of vocabulary. To the same extent, He glanced that the intensive reading when the student's attention should be focused on all expression, nations sound, structure and cultural allusions will be unfamiliar to them in passage.
2. Extensive reading is developed at the student's own pace according to his individual ability. In this extent, the activity is not completely controlled by the teacher. The

students have learned to read without the teacher's role. The extensive reading activity is mostly concerned with the purpose of training students to read directly and fluently by his/her own employment, without the aid of the teacher. Structures in the test will be already familiar to him and new vocabulary will be introduced slowly in such a way that its meaning can be deduced from the context.

3. Skimming

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

skimming used to do when reading a newspaper or other light readings. This reading technique is carried out with the aim to find information necessary. When reading the newspaper, not all information needs to be read in a newspaper, just the things that are important to represent the information to be known. Skimming is a technique that is performed to read at a glance on parts of the text, especially the title, table of contents, preface. index or other common things.

The things that need to be considered in the first reading is as follows:

- if reading a newspaper, read any titles read in the newspaper,
- read outline or headline reading contained in the newspaper, and
- if it has been found that the desired reading, began to read it.

2. Scanning helps the student search quickly of the specific information he wishes to get from the material, such as finding the meaning of a word in a dictionary, finding the heading under which required information appears an index, finding statistical information in tables, charts, or graph, and finding the answers to certain questions from the text.

Currently, it can be found many kinds of game, such as Taboo Game, Alpha-Ball Game, Artist Game, Board Game. Beside for pleasure, those games contain education and knowledge. Thus, the researcher chose board game as the method to improve students' mastery of Reading. Board Game is an attractive game that can improve the student's Reading, because the board game is easy, active, interesting, and suitable to teach English for the students. Teaching and learning process by board game is not only in fun activities and active but it can help students to work in team. Therefore, students will not feel bored during the teaching and learning process.

Reading has important role in teaching and learning English as a foreign language. Smith

(2015:478), says it is a well-known fact that Reading is the most important core component of language proficiency. Therefore Reading mastery is required to enable us to communicate with different people in different context and situation. When you are in public places, you must use formal language and when you are at home you can use your daily language to your family.

Learning Reading is the process of mastering new words to become our own words. Learning Reading also is the process of mastering the English words that used in all ability is like speaking, listening and writing. In fact, students felt learning Reading was bored and difficult to understand. So, teachers are required to make students interested and love learning. According to Hadfield (2011:4), a game is an activity with rules, goal and an element of fun. Game is a good technique that can be applied in teaching English for young learners, because it is fun and easy to apply.

There are four things about game, the first is people who want to play a game must have certain things in common. The second is games have rules. The third is any restriction on the player's action will leave them free enough so their actions are not entirely predictable and the last is that games have goal. For the statements above, it can be concluded that games are enjoyable activities which are governed by rules to achieve the goal that signals the end of games. The enjoyment of games so much depends on the appropriateness of the games and the role of players. Students play and want to play. Naturally, most of the students love playing.

In interacting, they develop language skills. Games provide context for play, reason for playing and routines for playing. Lubis in Juniati Nurkasanah (2014:29) states that games can add fun and variety to a conversation session. They are valuable both in manipulative and communicative phases of language learning of course, for maximum benefit from a game either phase, the teacher should select only the best from the hundreds of games available. He also states that a good game must fulfill the following requirements:

- a. Games should have the aim of game, clear instruction and how to set up the activity, materials to be photocopied for learners, the time allocation, and the main language focus for the learners
- b. Games should involve pair work and group work because they have the advantages that learners are working simultaneously and to be more active
- c. Games should be tried out first before they are implemented in the class
- d. Games should involve group monitoring because students will be constantly correcting each other
- e. Games should be played fairly
- f. Games consider the language level and interest of the learners; and

- g. Games should be presented by giving a demonstration first before they played.

According to Hammond in Juniati Nurkasanah (2014:34-35) the concept of a board game is not new, the playing of board games is timeless. There are four concept that playing board game can teach children. There are taking turns and having patience, playing fair, reasoning and strategy skills, good sportsmanship, friendship, and working together.

- a. Taking turns and having patience. In board game, students can be hard as students tend to get anxious.
- b. Playing fair, it is not easy for the students to get upset when they lose turn or things do not go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they would not want someone else to cheat so they to not cheat.
- c. Reasoning and strategy skills, playing board game will help students reason and strategize about test way to play to their best advantage. This is an important concept in making everyday life decisions throughout.
- d. Good sport man ship, many students get so worked up about having about to win the game and boast if they do. Then if they do not win they may be bitter or say hurtful things. Students need to know that having fun is the most important part of playing the game and to be humble and have good sport man ship no matter who wins. Learning concept can help them in any friendship they have as well as to be happy about others achievements.

According to Walker (2014:13), board game has been played throughout the world for thousands of years, and have been separately invented in many different cultures. Board games give the innovation in English teaching to teacher and students. According to Jones (2001:13) method of board game is :

- a. Divide the class into pairs A and B. Give each pair a copy of board, plus a set of cards. Tell them to place the cards face down in front of them.
- b. Explain that they have to take it in turns to pick up a card, then to write the word under the correct drawing and to write A or B after the word so they know who wrote it at the end. Tell them not to tell their partner if they see that they have written to word under the wrong drawing because at the end they will score 1 point for each incorrect one. Also tell them that they can write more than 1 word under each drawing, but that only one will be correct when they check!.
- c. Allow approx, 20 minutes for this. Then stop everyone whether or not they have gone through all the cards.

- d. Check orally with the whole class. Tell them that they score 1 point for each word they placed correctly and deduct 1 point for each word in the wrong place.
- e. They add up their scores. Check which person A or B won in each pair. Also see who had the highest score in the class.

In this research, the writer intended to do research the effectiveness of Board Game method to improve students' Reading mastery for the eleventh grade SMK WIDYA Batam in the Academic Year 2017/2018. The purpose of this research is to find out whether Board game is effective to improve students' Reading or not. The researcher want to find out whether there is significant effect or not of Board game to improve students' Reading mastery.

METHODOLOGY

This research used quantitative to know the success of method that used in the classroom. The researcher used True Experimental Design named Pre-Test and Post-Test Control Group Design. This study used pre-test and post-test to obtain the data. According to Arikunto (2013:173), population is all subject of the research. The population of the study is eleventh grade students of SMK WIDYA Batam in Academic Year 2017/2018. The number of the entire students of eleventh grade are 80 students. In this research, the researcher use random sampling. The sample is eleventh grade in SMK WIDYA Batam in Academic Year 2017/2018, that is class Marketing and Accounting for sample consist 40 students.

Table 1. Sample of Students of SMK Widya Batam

Class	Students	Status
Marketing	20	Experiment Class
Accounting	20	Control Class

Based on Noor (2011:153), simple random sampling technique is the simplest technique (simple). Sample is taken at random, regardless of the level that exists in the population, each element of the population have the same degree and is known to be elected as a subject. Simple random sampling is the simplest sample and researcher free to choose the sample. The researcher use simple random sampling to take the sample at SMK WIDYA Batam, it has four classes of eleventh grade students.

1. Technique of Analyzing Data

a. Validity Test

Test is regarded as a content. In line with the concept of validity as a content validity was used to ensure the test administered in this study. The test was representative to syllabus and curriculum.

b. Normality test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi Square test (Riduan and Sunarto, 2012:68) as follow:

$$x^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:

X^2 = Chi-squared

f_o = An observed frequency f_e = An expected frequency

\sum = The sum of interval class

c. Homogeneity Test

The purpose of homogeneity test is to find out both of the data group have the same variety (homogeny). If the score of X_2 count < X_2 with significant 5% and $dk = k - 1$ so the data is homogeneous. The researcher used the formula (Riduan and Sunarto, 2012:56) below to measure the hypothesis:

$$F = \frac{\sum \frac{(f_{ij} - f_{eij})^2}{f_{eij}}}{k - 1}$$

d. T-Test

To analyze the results of experiments using the pre-test and post-test by t-test then the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

e. Statistical Hypothesis

The writer formulated the statistical hypothesis that consisted of alternative hypothesis (H_a) and null hypothesis (H_o). The statistical hypothesis are as follow:

H_a : $t_{value} > t_{table}$

H_o : $t_{value} < t_{table}$

According to Riduan and Runarto (2012:128) state that the criteria of two variable is:

If $t_{\text{table}} \leq t_{\text{value}} \leq + t_{\text{table}}$ so H_0 is accepted and H_a is rejected

1. If the $t_{\text{value}} > t_{\text{table}}$, it means there are significance differences result in using board game method to improve students' Reading mastery for eleventh grade at SMK Widya Batam.
2. If the $t_{\text{value}} < t_{\text{table}}$, it means there are no significance differences result in using board game method to improve students' Reading mastery for eleventh grade at SMK Widya Batam.

RESULTS

To prove the hypothesis, the data obtained from the experiment class and the control class was calculated by using t-test formula with the assumption as follow:

$t_o < t_t$: The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means, there is significans difference between the result of using Board Game method in teaching English Reading.

$t_o > t_t$: The alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means, there is no significant difference between the result of using Board Game method in teaching English Reading.

1. T-test

The result of T-test score Pre-Test and Post-Test of Control and Experiment Class is calculated by using the following formula :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where :

$$X_1 = 83.9$$

$$X_2 = 76.5$$

$$S_1^2 = 115.5$$

$$S_2^2 = 72.6$$

$$n_1 = n_2 = 39$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$= \frac{\dots}{\dots}$$

$$= 3.37$$

Determining t_{table} in significance level 5 % with $df : Df = n - 1$

$$Df = 39 - 1$$

$$Df = 38$$

The values in the table of significance of 5%, df 38 are 1.68 by the values of $t_{o\text{post test}} = 3.37$ and $t_t = 1.68$ so the writer made the conclusion of the hypothesis that t_o is bigger than t_t namely $3.37 > 1.68$. It means that there is significant difference with using board game method to improve students' Reading mastery.

DISCUSSION

Board Game method is a method that can improve students' Reading mastery. The researcher used Board Game method to make the students more interested in learning English. And students can use in their daily activity, especially when the students learning English. According to the result of hypothesis testing, it is known the use of Board Game Method can give significant influence to improve student's Reading mastery. It is proven with the score obtained at experiment class which is higher than control class. Through the method, students were interested and more enjoyable way in reading .

Board Game method that the researcher presents in this study was for the eleventh grade students of SMK Widya Batam. However, it can be also be applied to other grade of students junior high school, as long as the context is suitable for the students. Teacher can create other activities which suit the theme in the school's curriculum. With the result of studies, it can be concluded that Board Game is effect to improve students' Reading mastery at eleventh grade students of SMK Widya Batam in the academic year 2017/2018.

The main object of this study is to analyze how far the benefits from the use of Board Games in Reading on learning English in eleventh Grade at SMK Widya Batam in academic year 2017/2018, and after researcher conducted the study. The researcher found an increase in Reading mastery every students, games or Board Games also add to the attraction students to learn English, as we know some students think learning English is a tedious lessons that appeal to study English was not immediately available, but using the media Board Game..

Based on the result of the research, the researcher would like offer some suggestions to the teachers to improve students Reading mastery and the suggestion as follow:

1. Board Game method can be used as an alternative method and suitable to be

implemented in teaching learning.

2. The teacher should prepare varieties teaching methods and techniques to improve students' Reading mastery.
3. The teacher should not only orient towards the completion of subject matter, but more attention to the mastery obtained by the students.
4. The students should be trained to play Board Game in learning English.

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