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THE EFFECT OF BOARD GAMES ON STUDENTS' COMMUNICATIVE COMPETENCE

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Abstract

Being able to use English is the value of communication that students must have. Many students' especially Indonesian students are still lacking in communicating using English. As teachers, we must facilitate students to be able to learn students' communicative competence. Therefore, in this study the researchers tried to use board games as learning media for students' communicative competence. Board games can create conditions that make students communicate easier to do. In this game, students are divided into groups so that students find it easier to share their opinions with their friends in small groups. The formulation of the problem in this study is there a significant effect of board games on students' communicative competence at the 10th grade of SMK Swadhipa 2 Natar? This research method uses quantitative methods. The results of this study are the average value of the control class is 0.17, while the average value of the experimental class is 0.71. It can be concluded that board games are effective for teaching students' communicative competence.

Keywords: *Communicative Competence, Board Games, Learning Media*

INTRODUCTION

The use of English in the global world is developing for communication among speakers of other languages in places where English is not the majority language. Therefore, nowadays many people especially students must be able to use English as a medium of communication. Being able to use English is a communication value that must be possessed by students. By mastering English, students can improve themselves both in academic and life skills. Boonkit (2009) said that English as a universal communication tool. Therefore, it is important for everyone, especially students to master it. However, there are still many students who have difficulty communicating using English. Zhang (2009) assumes that speaking has become the most difficult skill to master for most English students, and they are

still not adept at communicating verbally in English. One way that can support the learning process is using learning media. Hendrawati (2018) stated that learning media is something that can be used to channel messages from the sender to the recipient so that they can stimulate thoughts, feelings, interests and attention so that the learning process occurs. One method or tool that can be used by the teacher is games. Playing games can make the atmosphere in the classroom fun, but this game still has a conducive learning atmosphere. Moursund (2007) said that board games have several characteristics. Players are faced with a set of rules, dice, make decisions, and try to win the games. The games are also about taking turns, rules for playing games, and communicating with other players. These games can make students communicate with each other and interact

using English without hesitation and shame with the way they will get used to spontaneously answering or communicating using English when the games is taking place.

Based on background study above, the objectives of this research are to find out the effect of board games on students' communicative competence at 10th grade of SMK Swadhipa 2 Natar.

LITERATURE REVIEW

Communicative competence is a term in linguistics about the grammatical knowledge of users of syntax, morphology, phonology and the like, and social knowledge about how and when to use speech appropriately and correctly. The concept of communicative competence has been widely studied for about 50 years since Chomsky (1965) first distinguished between competence and performance (Tsai 2013). According to Ohno (2002) quoted by Prastyo (2017), Chomsky uses these terms in a weak and strong sense. A game is a structured game that is usually done for a pleasure and sometimes also used in education as a learning tool so that students in the class do not feel bored. Putri (2017) argues that sometimes games are played only for entertainment, but sometimes others play games for achievement or appreciation. Board games are games that when played by throwing dice at the counter and we (players/pawns) can move forward based on the dice. Using board games to teach language can provide a lot of positive things, such as encouraging students to be more active in speaking and communicating in class, attracting students' attention, and students are more disciplined and also patient in taking turns. Kusri (2012) argues that as a teacher it is recommended to prepare all

the games equipment properly such as dice, boards, pawns, and so on. The teacher must prepare everything needed when trying to use these games.

RESEARCH METHODOLOGY

In this research, there are one independent and one dependent variable. The independent variable of this study was a board game, while the dependent variable was students' communicative competence. Pre-test and post-test were used to know the score of the students' communicative competence before and after the learning process. The definition of variables in this research was as follows: (1) Student communicative competence is the communicative competence of students to communicate with the teacher and their friends using English in a clear and correct manner. (2) The application of board games technique is the use of board games technique which was used to teach. Of this study is students at 10th grade of SMK Swadhipa 2 Natar. In order to select the sample for this study, the research will use cluster random sampling because the sample is in classes and arranging classes for this study is not possible. Therefore, these study implements use cluster random sampling. This study was a quantitative method approach for the data to answer research questions. Test (Pre and Post Test) With pre-test and post-test procedures is an evaluation activity carried out by the teacher to obtain information about students' knowledge, abilities, talents, and personalities by providing a set of questions or assignments that are planned by having provisions or answers that are considered to be correct from both those in writing or verbally. The pre-test can increase the frequency of practice of the lessons given

so that students' readiness for the lesson and the final test is better. From the results of the Pre-test and Post-test can be used as feedback that can increase student motivation and Pre-test and Post-test also serves to see the extent to which the effectiveness of teaching and Pre-test results will be compared with the results of Posttest so it can be known whether the activities teaching and learning succeed or not. Sudjono (1996: 69) argues that pretest or initial test is a test conducted with the aim to find out to what extent the material or subject matter to be taught has been mastered by students. While Post-test or final test Sudjono (1996: 70) said, that is a test conducted with the aim to find out whether all material that is classified as important can be mastered as well as possible by students. CC Test will be conducted in two sessions, namely Pre-test and Post-test. (Pre-test) Will test before learning begin? It aims to determine students' communication skills before starting the treatment using board games of the researcher. (Post-test) Provide post-test after treatment, in order to aim to see the development of students after they learn by using board games. Data in this research were the students' score of pre-test and post-test. The effect of board games on students' communicative competence at 10th grade of SMK Swadhipa 2 Natar was accepted if the students' score of post-tests was bigger than the score of a pre-test. I used t-test for two-group design.

DISCUSSION

This research was conducted to determine the effect of board games on students' communicative competence at the 10th grade of SMK Swadhipa 2 Natar. In this study, there were 79 respondents taken, including 40 for the control class and 39 for the experimental class. There are two tests given to students to find out students' communicative competence on the application of board games in teaching. These tests are called performance-based test that is given to students at the first meeting before treatment, and at the last meeting after treatment. Comparison between the results of these tests is to find out whether the use of board games media in teaching languages increases students' speaking and communication skills or not.

The results of this study illustrate that the scores of students from the control class and the experimental class are quite low in the pre-test; it can be seen from the average scores of the two classes. The average value of the control class is 1.15, while in the experimental class is 1.38. In the pre-test, students are asked to answer a number of questions, "What place do you like to visit in your holiday? And why?" The result is that the answers in the pre-test are not organized. However, for questions about names and addresses, they can answer well (See table 4.2). Based on the results of the pretest showed that most of the students are at the basic level of communication skills.

Table 4.2: Independent samples t-test results on the pre-test scores

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
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Experiment Class	39	1.38	.543	.087
Control Class	40	1.15	.579	.091

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest Equal variances assumed	.925	.339	1.855	77	.067	.23462	.12650
Equal variances not assumed			1.856	76.887	.067	.23462	.12639

During treatment, it was found that students in both the experimental and control classes were confused by what they wanted to convey. They have ideas, but they are confused about how to decipher them. However, in the experimental class, it was found that the board games technique could help them to track the students' communicative competence. That happens because, after treatment using board games, the results of the delivery of students in communicative competence in the post-

test are more related to the topic and are more specific than the results of the delivery in the pre-test. Because there are topics on the board games that have been determined. Meanwhile, in the control class, they accepted conventional teaching in the past, but some students were still confused about what they had to say.

However, in the posttest, it turns out that their communicative competence scores are significantly different (see table 4.3).

Table 4.3: Independent sample t-test results on the post-test scores

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Experiment Class	39	2.1026	.71800	.11497
Control Class	40	1.3250	.76418	.12083

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Posttest Equal variances assumed	.478	.491	4.658	77	.000	.77756	.16692
Equal variances not assumed			4.662	76.897	.000	.77756	.16679

To find out whether the scores of communicative competence students differ significantly or not after the research process at the posttest. Then an independent sample t-test was also carried out on the posttest scores of students from both groups. It turned out that the average value of students in the experimental class is to 2.10, and in the control class also is to 1.32. It means that there is an increase when viewed from the side of the average value of the group.

To find out whether each treatment in each class is able to increase students' communicative competence, paired sample t-test results on both classes are performed. In the control class, the number of students in the pretest and posttest is the same, the mean or average value of the pretest is 1.15 while in the posttest 1.32. It means that there is an increase in the average grade value, to see whether the difference is significantly different or not; a paired sample t-test on the control class is performed. From these

results, it is seen that the difference in the mean is 0.175, and the result of the t-table is 2.87, and the significant level is at 0.06, far below 0.05. That is, the treatment carried out on the control class is also able to increase students' communicative competence.

To find out whether the values in the posttest differ significantly or not, an independent sample t-test is performed on the posttest scores. The results of the Levene's test for equality of variances are greater than 0.05. It means that the variations of the two groups are considered the same, and the results of the independent sample t-test on posttest scores show a significant level at 0.00. It means that smaller than 0.05. While, the means of the results there was an increase from 1.38 to 2.10, and from the results of paired sample t-tests it is known that the significant level is 0.00, it means that it is far below 0.05. Thus, based on the test and the results, it can be concluded that the two classes have different

communicative competences after the treatment and study.

Because this study wants to see whether board games are more effective than existing learning methods, it is necessary to compare improvement scores from pretest to posttest for two different class groups; control class and experimental class. Then, an independent sample t-test was carried out on the improvement score between the control class and the experimental class. Means scores of the difference between posttest and pretest are 0.71. Here it looks very much different, but it needs to be proven whether this is significant or not. An independent sample t-test on improvement scores is conducted, the results of the Leven's test of equality of variances show 0.025, and it means that below 0.05. Thus, it can be concluded that the control treatment and experimental treatment of board games when compared to the control treatment in this study were able to increase students' communicative competence significantly better than the control treatment.

From the conclusions above, as said by Ersoz (2000) that games can motivate because they are funny and also motivating. So, games can be used as learning tools. With games, they will not feel bored when in class. In a language class, games can be used as media or learning methods for students. Brewster and Ellis (2002) argue that language games are classified according to the type of language focus they have, class management, type of resources and organization they need. It indicated that teaching using board games has succeeded in increasing students' communicative competence because board games make students more

interested in learning, they can learn while playing, as Chang and Cogsweel (2008) said that board games are sets that can be easily adapted in class because these games can be used as communicative in class. By playing board games, students can share their ideas to provide communication with other players.

The results of this study on the effect of board games on students' communicative competence are in line with a previous study (Lee, 2012; Rahmawati, 2012; and Lia, 2012). Thus, based on findings from previous research and this study, it can be concluded that using board games is good for English teaching. This is effective to use even in the learning process; some students still found several difficulties while they practice communicative performance. However, it can be applied in groups where students can express their ideas using English with their friends in a fun way so that it can give very positive effects on students' learning in communicative competence.

CONCLUSION AND SUGGESTION

Conclusion

Communication using English in the global world today is very developed; not only ordinary people, but students today must use English as a medium of communication. By mastering English, students can improve themselves better in academic and life skills. However, there are still many students, especially in Indonesia, who are not very proficient in English. Therefore, in this study the researchers tried to use a media to help students learn to communicate using English. The media is a board game. This game is very well known to many people, especially children.

In this study, there are one independent and one dependent variable. The independent variable of this study was board games, while the dependent variable was students' communicative competence. Before treatment, the researcher conducted a pretest to find out how students' ability in communicative competence. The total score of Control class is 1.15 and experimental class is 1.38, it means that before treatment both classes have almost the same communicative competence.

Then, during the treatment in the experimental class, students' communicative competence skills were quite increased. So, using media board games can help students learn to communicate. The result, in the posttest the score in the experimental class was quite increased with a score of 2.10. However, the control class also experienced an increase even though it was not as level as the experimental class with a score of 1.32.

From all of the above results, it can be concluded that media board games for language classes are good to be used to improve students' communicative competence. This is evidenced by the results of the analysis of student scores on the posttest, which means there is the effect of board games on students' communicative competence at the 10th grade of SMK Swadhipa 2 Natar.

Suggestion

Based on the research findings, the researcher would like to give some suggestions as follows:

a. For Teachers

As teachers, we must know what media we can use to help the learning process, and make students comfortable and enjoy the lesson. Using games especially board

games, the teacher must prepare the tools and materials and think about the destinations and rules of the game as interesting as possible.

b. For Students

For students, by using Board games, students can increase students' communicative competence. Students will be more active in class because this method helps students to be more active in learning English. It is hoped that students can improve their communicative competence.

c. For Other Researchers

It is recommended for other researchers who will do the same research to improve and explore other types of teaching techniques for students' communicative competence. If they will use board games to improve students' communicative competence, it is recommended to vary the topic and make more board games, and to make the route more interesting as possible.

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