

TEACHING READING OF NARRATIVE TEXT USING THE BOARD GAME TO EIGHT GRADERS

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Abstrak

Bahasa Inggris diajarkan kepada siswa sebagai bahasa asing. Masalah yang sering dihadapi oleh guru bahasa Inggris sebagai bahasa asing adalah ketika siswa pasif di dalam kegiatan belajar mengajar (snell:1991). Menurut Prasad (2004) permainan membuat pelajar belajar dengan mudah dan menyenangkan selain itu permainan memberikan motivasi terhadap siswa dengan partisipasi yang aktif. Permainan dapat digunakan oleh guru agar siswa tidak pasif saat kegiatan belajar mengajar. Guru harus dapat memilih permainan yang sesuai dengan kemampuan siswa sehingga guru tersebut berhasil menggunakan permainan dalam kegiatan belajar mengajar. Jones (2005) memberikan saran board game untuk digunakan oleh guru. Ada beberapa keuntungan menggunakan permainan ini sebagai metode pengajaran. Antara lain: (1) dapat memberikan ulasan tentang apapun, (2) latihan struktur tata bahasa (3) menggunakan kosakata suara, penekanan kata atau intonasi, (4) memberikan topik percakapan dan (5) ulasan kosakata. Penulis melakukan penelitian ini untuk mengetahui apakah ada perbedaan yang signifikan atau tidak antara siswa yang diajar dengan menggunakan board game dan yang tidak serta respon siswa ketika guru menggunakan board game. Penelitian kuantitatif digunakan untuk menguji teori efektivitas pengajaran membaca teks narasi menggunakan "board game". Metode kuantitatif digunakan karena data yang digunakan dalam analisis dalam bentuk angka. Hasil dari penelitian ini adalah tidak ada perbedaan yang signifikan kemampuan siswa sebelum dan sesudah pemberian pengobatan. Sedangkan hasil dari kuesioner adalah siswa setuju bahwa board game tersebut berguna untuk mereka. Mungkin karena ada penjelasan yang kurang dalam papan permainan. jadi, bagi peneliti selanjutnya yang ingin melakukan topik yang sama, mengeksplorasi lebih banyak kegiatan yang memberikan penjelasan.

Kata Kunci: membaca, teks narasi, board game, siswa kelas VIII

Abstract

English teachers in Indonesia teach the students use English as a foreign language. A common problem for EFL teacher is when the students are passive (snell:1991). According to Prasad (2004) games make the learners learn with ease and fun and also give a self-motivating environment to the learners with their active participation. Games can be used by the teacher in order to make the students not passive in the class but the teacher has to decide the suitable game to her/his students in order to make the teacher conduct games in the classroom successfully. Jones (2005) suggested the board game to be used by the teacher. According to her, there are several advantages of teaching using board games. They are (1) Board game can be used to review anything, (2) practice any grammar structure, (3) Go over individual sounds, word stress or intonation, (4) provide conversation topics and (5) review vocabulary words. The writer conducted this study to know whether there is significant difference or not between the students who are taught by using board games and who are not and the students' response when the teacher used board game. Experimental quantitative research was used to test the theory of the effectiveness of teaching reading of narrative text using "the board game". Quantitative method is used because the data which are used in analysis are in the form of numbers. The result of this study is there was no significant difference of students' ability before and after giving the treatment. Meanwhile the result of the questionnaire was the students agreed that the board game is useful for them. It might be because there was less explanation in the board game. so, for the next researchers who want to conduct the same topic, explore more activities that gives explanation.

Key words: Reading, narrative text, board game, eight graders

INTRODUCTION

Reading is one of ways to build the character of person because by reading, we can find new knowledge for our brain. According to Browning (2003) reading skill is a must for learners to be mastered in order to understand the vast knowledge. Beside that according to Pratiwi (2011) reading can be the way of getting information, especially for students reading is very important because by reading, they can get any information and idea in order to be able to answer the questions related to the text they have read. From the statement above, it can be said that reading is a must for learners.

In Indonesian curriculum, English is taught to junior high school students in order to develop students' competence in spoken and written communication, especially their competence in understanding and creating short functional texts and monolog as well as essay in the form of procedure, descriptive, recount, narrative, and report (BSNP:2006). So, the teachers have to teach the students about short functional text. One of them is narrative text.

English is learned as a foreign language in Indonesia and the students rarely speak English in daily life. A common problem of EFL teachers is when students are passive in the class. It can make them stress both students and teacher (Snell:1991). The teachers have to make an active class and motivate the students in learning process. For making the students active and motivated, the teacher can use games in the teaching learning process. By using game, the students will get more chance to practice language directly. In other words the students are not spooned feeding. Furthermore, according to Chen (2005) there are nine benefits of using games in language-learning; games are learner center, promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, integrate various linguistic skills, encourage creative and spontaneous use of language, a cooperative learning environment, and foster participatory attitudes of the students. According to Bekiri (2003) Young adult learners will enjoy and feel comfortable when they are playing games because they are not afraid of making mistakes. Beside that according to Aydan (2000) Games are fun and interesting. It can motivate the students to use language in real context. By using game they can be interested in materials that the teachers talk about. Furthermore, games are used in communicative language teaching. They give the students valuable communicative practices. Prasad (2004) also stated that games make the learners learn with ease and fun and also give a self-motivating environment to the learners with their active participation.

In order to make the teacher conduct games in the classroom successfully, he/she has to decide a suitable game. As stated by Jones (2005) in her journal with the title Ten Ways to turn into games, teachers have to know

what kind of activities that suit the class and she suggested ten games in her journal. One of them is The Board Game. There are many advantages of teaching using board games. They are (1) Board game can be used to review anything, (2) practice any grammar structure, (3) Go over individual sounds, word stress or intonation, (4) provide conversation topics and (5) review vocabulary words. According to Jones (2005) what the teacher needs and the way to teach using board game are: (1) Materials needed: dice, markers, board game, (2) Before class, make a special board game practicing the target lesson. Start with a blank board. Draw squares and each square has question. (3) Divide students into 2–3 person groups and give each group a board game, dice, and markers (4) Students will roll the die and move their marker to the appropriate square. (5) They should answer the question, make a sentence, or identify the picture. (6) If a student can not perform, he/she moves back to the original position (7) the first student to reach finish wins (8) Additional rules: If the activity permits, you can ask students to give as many answers as numbers rolled on the dice. Other players should act as the judge and call on the teacher if disagreement occurs.

The researcher wants to conduct experimental research to know the effectiveness of teaching reading using board game to the eight graders. According to Browning (2007:82) young learners can easily get bored, losing interest after ten minutes or so but they are keen to talk about themselves and well respond to learning that involves them.

METHODOLOGY

Research Design

This research was classified as experimental quantitative research because it had purpose to test the theory of the effectiveness of teaching reading of narrative text using the board games. Quantitative method was used because the data which used in analysis were in the form of numbers.

The designed can be drawn as follow: (adopted from Kerlinger, 1970)

Group	Pre-test	Treatment	Post-test
E	O ₁	X	O ₂
C	O ₁	-	O ₂

In this research both experimental group and control group got pre-test. The post-test was given to both groups after the experimental group got the treatment.

Subjects of the Research

The subjects of this study were 62 students in eight grade of SMPN 1 Jabon. They would be divided into 2 classes or groups called class A and class B each of which contained of 31 students. The students were in the same

level. It was proved by the result of t-test of experimental and control group pre-test score

Research Instruments

The instruments used in this research are tests and questionnaire. The test was used to know whether there is a significant difference in the students' reading ability who are taught by using board game and those who are not. This research used tests both pre-test and post-test in which questions were in the form of multiple choices. The tests were about the information of the text. A good test should be valid, reliable, and have an appropriate level of difficulty and discriminatory power. So the researcher conducted try out first to test the questions whether they were appropriate or not. The result of the try out showed that it was appropriate test.

According to Cohen et al (2000) questionnaire is a mostly used and useful instrument for collecting survey information, providing structured, often numerical data, and being comparatively straight-forward to analyze. The questionnaire would be given after the post-test. The result of the questionnaire would be counted in order to know the students' response towards this method.

Data Collection Technique

The design used to collect the data in this research is an experimental design; there were two objectives of the study. They are to find out whether there was no significant different or not between the students who are taught by using the board game and who are not and to find out the students' responses towards the board games. So, the first instrument was the test which was to find out whether there was significant different or not. The first procedures of collecting data were: (1) Class VIII C and VIII D would be given a pretest which had the same questions. The students' pre-test score was used to see the starting point and to find whether both experimental and control group had the same level. (2) Class VIII C as the experimental group would be given treatment, in this research the researcher gave the board game as a teaching method. (3) After the treatment, the two groups would be given post-test which had the same level of difficulty of the pretest. Post-test would be compared with pre-test to see the effect of The Board Game to improve the students' reading comprehension of narrative text.

The second instrument was questionnaire. The procedure of collecting data was the researcher would give the questionnaires to the experiment class to know how the responses of the students. The questionnaire was about four questions, they were: (1) The students' interest about the board games (2) The students' opinion whether the board game was useful for them or not (3) The students' opinion whether the board games made them understand about the topic easily or not and (4) The students' opinion whether the board game could improve their vocabulary or not.

Data Analysis Technique

In analyzing the data of the test, the researcher comparing the two groups' mean of pre-test and post-test. After getting the data, the researcher use ttest to analyze. The result of t-test of experimental group and control group was to know whether the students' reading ability is equal or not while the t-test of post test was to know the students' reading ability is increase or not. The formula of t-test was:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{s_1^2(n_1 - 1) + s_2^2(n_2 - 1)}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Explanation:

\bar{X}_1 = mean of group 1

\bar{X}_2 = mean of group 2

n_1 = number of subjects in group 1

n_2 = number of subjects in group 2

s_1^2 = variance of group 1 = $\frac{\sum(x_1 - \bar{x}_1)^2}{n_1}$

s_2^2 = variance of group 2 = $\frac{\sum(x_2 - \bar{x}_2)^2}{n_2}$

where $n_1 + n_2 - 2 = df$ (degrees of freedom)

RESULT AND DISCUSSION

Result

The pretest was given to both groups. It was given before the treatments for the experimental group. In order to analyze the result of pre-test, the researcher made score table of both groups and this was the result:

Table 1

The pre-test scores and means of experimental and control groups

Group	N	Scores	Mean
E	31	1516	48.90
C	31	1484	47.87

From the table above, the researcher found that the sum of experimental group scores was 1516 and control group was 1484. The mean of experimental group which consisted of 31 students was 48.90 and control group with the same number of students of experimental group was 47.87. The ranges of both scores were narrow. It meant that the students' ability in reading comprehension was the same.

The post-test was given after treatments for the experimental group and after teaching without applying

the treatment for the control group. Post-test was conducted to know the differences between control and experimental group after the treatments. The result of the post-test scores and means of the experimental and control groups were presented in the table 2 below:

Table 2
The post-test scores and means of experimental and control groups

Group	N	Scores	Mean
E	31	1776	57.29
C	31	1652	53.29

Table 2 showed that the total score of experimental group was 1776 and 1652 for control group. The mean of experimental group of 31 students was 57.29 and control group with the same number of students of experimental group was 53.29 (see appendix 3). It could be seen that those posttest scores had wide range. The experimental group showed high improvement after getting the treatment. It means that the treatment could improve the students' scores.

After finding the pre-test mean of both group, the researcher calculated the t-test of experimental and control group pre-test score besides to know whether there is significant difference or not between the students who are taught by using board games and who were not also to know whether both of groups are equal or not. The result was presented in table 3 below.

Table 3
The significant difference of pre-test scores of experimental and control groups

Group	SD	T _{value}	T _{table}	Result
E	2.38	0.46	2.000	Not
C	3.18			Significant

From the table above, it was found that the t-value was 0.04 while t-table was 2.000 with 60 degree of freedom and .05 level of significant. It means that the t-value is lower than t-table (.05). Therefore, it could be said that there was no significant difference between experimental and control group pre-test score. It means that both experimental and control group have an equal ability.

After giving pre-test to two groups and treatment to the experimental group, the researcher conducted post test to both groups. Then, the researcher calculated the t-test of experimental and control group post-test score to know whether there was significant difference or not between the students who are taught by using board games and who are not. It means that the purpose of this

test is that whether the treatment could improve the student's ability in reading comprehension or not. The result of the t-test from experimental and control group post-test score was presented in table 4 below.

Table 4
The significant difference of post-test scores of experimental and control groups

Group	SD	T _{value}	T _{table}	Result
E	2.38	1.26	2.000	Not
C	3.18			Significant

From the table above, it was found that the t-value is 1.56 while t-table is 2.000 with 60 degree of freedom and .05 level of significant. It means that the t-value is lower than t-table (.05). Thus, there was no significant difference between the students who are taught by using board game and who were not.

Hypothesis testing

There were two hypotheses here, null hypothesis and the alternative. The null hypothesis is there is no significant difference while the alternative hypothesis is there is a significant difference. Since the t-value of post-test of experimental and control group was lower than t-table, it means that there is no significant difference between the students' ability before and after getting the treatment. So, the null hypothesis is accepted while the alternative hypothesis is rejected.

Students' Responses

After the researcher gave treatment to experimental group, the students was given questionnaire which is used to answer the research question number two. To show the result of questionnaire, the researcher use diagram as follows:



The result is 96.78% or 30 students of experimental group were interested in board game while one student was not interested. 83.87% or 26 of 31 students agree that

the board game was useful for them while 5 students or 16.13% thought that this game was not useful for them. There were 27 or 87.10% of students who had opinion that this game made them know the topic well but the rest had different opinion and there were 80.65% or 25 students thought that this game could improve their vocabulary knowledge.

Discussion

According to the result of the test, there is no significant different score between experimental and control group. It was proved by the result of t-test was 1.26 that was lower than t-table. If t-test score lower than t-table, it means there is no significant different between experimental group and control group. It means that this game is not effective to teach reading of narrative text. It might be because of the game still has less explanation, since in the game they just got the answer whether they are wrong or not without any correction if they are wrong. So, they did not know the correct answer and explanation of the right answer. The students just kept guessing.

Based on the result of the questionnaire, there were many students who were interested in board game. This result supports the theory from Chen (2005) that there are nine benefits of using games in language-learning; games are learner center, promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, integrate various linguistic skills, encourage creative and spontaneous use of language, a cooperative learning environment, and foster participatory attitudes of the students. It supported by the result of the questionnaire that 30 students of experimental group were interested in board game. The result is also supported by Bekiri (2003) who stated that young adult learners will enjoy and feel comfortable when they are playing games because they are not afraid of making mistakes. Beside that, according to Aydan (2000) games are fun and interesting. It can motivate the students to use language in real context. By using games the students can be interested in materials that the teachers talk about. Furthermore, games are used in communicative language teaching. They give the students valuable communicative practices. Furthermore, this result of the questionnaire also support the theory from Prasad (2004) also stated that games make the learners learn with ease and fun and also give a self-motivating environment to the learners with their active participation.

According to Jones (2005) the board game can be used to: review anything, practice any grammar structure, go over individual sounds, word stress or intonation, provide conversation topics and review vocabulary words. Since there were 27 out of 31 students thought that they can understand the topic easily and 25 students had that this game could improve their vocabulary knowledge. So, the theory from Jones was supported by the result of the questionnaire.

CONCLUSION AND SUGGESTION

Conclusion

As explained in the data analysis in the previous chapter, it can be concluded as follows:

1. Since the t-value of the experimental and control group post-test score is lower than t-table with .05 levels of significant, it means that there is no significance different between the students' ability before and after getting the treatment. So, from the result it can be said that the board game is not effective to teach reading of narrative text.
2. According to the result of the questionnaires, it can be concluded that the students were very interested in board game. They thought that they can understand the topic and increase their vocabulary knowledge by using this game.

Suggestion.

For the next researchers who will also use this game, they have to explore more activities that gives explanation about the topic since as explained in the chapter two how to conduct the board game in the classroom, the board game is still less explanation to the students. For the English teachers who want to use the board game as a method to teach reading, they have to know the condition of the class and how to control the class since using the board game is learner centered and it is conducted in group in order to conduct the board game successfully.

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