

ARTICLE

THE EFFECT OF BOARD GAME TO STUDENTS' WRITING ABILITY OF ELEVENTH GRADE STUDENTS AT SMAN 1 MOJO IN ACADEMIC YEAR 2018/2019



By:

Aulia Dyah Anggraini Irawan

14.1.01.08.0075

Advised by:

- 1. Yunik Susanti, M.Pd**
- 2. Sulistyani, M.Pd**

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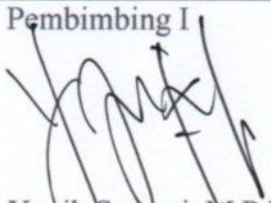
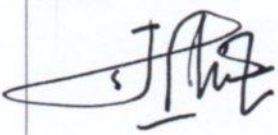
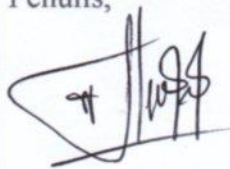
Yang bertanda tangan di bawah ini:

Nama Lengkap : Aulia Dyah Anggraini Irawan
NPM : 14.1.01.08.0075
Telepon/HP : 085785611707
Alamat Surel (Email) : auliadyah09@gmail.com
Judul Artikel : The Effect of Board Game to Students' Writing Ability of
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**THE EFFECT OF BOARD GAME
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SMAN 1 MOJO IN ACADEMIC YEAR 2018/2019**

Aulia Dyah Anggraini Irawan
14.1.01.08.0075
FKIP – Pendidikan Bahasa Inggris
auliadyah09@gmail.com
Yunik Susanti, MPd. dan Sulistyani M,Pd.
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

This study aimed to answer the formulation of the problems which are to know the students' writing ability before and after being taught using board game at SMAN 1 MOJO and investigate is there any significant effect of using board game to students' writing ability at SMAN 1 MOJO. The writer uses pre-experimental quantitative design, namely one group pre-test post-test design. The subject of this research was 33 students that consist of 12 males and 21 females of XI MIPA 4 class of SMAN 1 MOJO in academic year 2018/2019. From the calculation of paired t-test, the result of this study shown the total score that was gotten by the students is increasing after they were being taught using Board Game in which total of post-test (2324) was higher than pre-test (2034). Therefore, this study showed that Board game has significant effect on students' writing ability of SMAN 1 MOJO Kediri. It caused the result showed that t-score 13,322 with the significant (2-tailed) value is lower than 0.01, it means that alternative hypothesis (H_a) is accepted. Thus, the writer suggests for the teacher to give the students a fun teaching and learning activity. It can make them better in grasp the material. For the next researcher, it is suggested to investigate the effect of Board game on the other material and indicators of writing. Also manage the better time to make this game more effective.

KEYWORDS: Writing, Teaching Writing, Board Game, Writing Ability

I. BACKGROUND

Writing skill is a productive skill which focuses introducing and creating information in written form. As Harmer (2007:265) state productive skills is the term for speaking and writing skill where students actually have to produce language themselves. Goodman (2004:109) said writing is not just putting pen to paper. It is process that start with an idea and ends up

as words on a page. This allow them to learn more opportunity in thinking about the language, whether they are involved in study or activities. in English language education, writing is often related to composing a paragraph or a text. To make a written text, there are many matters which have to consider such as the content, the word choice, text organization, the mechanics, the grammar and syntax.

However, students might get bored if they are taught all of them explicitly. Usually the L2 learners' planning, and that they were less fluent (used fewer words), less accurate (made more errors), and less effective in stating goals and organizing material (Brown, 2001: 339). The students are often getting many problems when they are able to do writing. Especially, in the way how to used fewer words to arranging the sentences. When students begin to do writing, they will think that writing is difficult. Because, writing product usually is the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2001:335). So, students have to write what they have thought.

From that statement, it can be said that writing is transforming thoughts into language. Writing is the tool for expressing someone's idea and exploring our feeling. Beside the tool for expressing ideas, writing also a tool of communication, sharing ideas, giving information, expressing a greeting, starting on opinion, or sending a warning.

However, creating a good writing product is not easy thing to do. This might be due to the lack of the knowledge and the difficulty to express the ideas. According to Nunan (2003:88) writing is

the mental work of inventing idea, thinking about how to express them, and organizing them into statement and paragraph that will be clear more to readers. It needs knowledge about the procedure of writing itself to make a good writing, how to share ideas, and to arranging the words into a good paragraph. So, if teacher always help the students to practice their writing skill, they will be easy to create the product to writing.

Unfortunately, some of the students' problems writing ability also comes from the teacher. The teacher carried the teaching and learning activity in a traditional way. Most of the teacher only used course book and students' worksheet without any supporting media to make the lesson more interesting. The other problem is the lack of media usage, moreover for teaching writing.

To overcome that problem, the researcher decides to apply a kind of media in order to make the students more interested in writing and help the students easier to generating their idea before write and arranging word by word into a good paragraph. Game is one of media which can we use in teaching and learning activity, especially in writing descriptive text. According to Lee (2012:5) Games is said to be effective in improving positive attitudes towards learning English. In

addition, Read (2007:16), states that games improve interest and motivation for learners. So, the students will have more time to learn with their friends during the games, and they will have more chances to share their knowledge and understanding.

One game that can be used is board game. Board game as a media can help the process of teaching and learning language. Because board game can make students more relaxing in learning, they do not feel that they are forced to learn, and also enable students to acquire new experience within a foreign language which are not always possible during a typical lesson. According to Hornby (1995:486) game is an activity that you do to have some fun.

As Suryani (2014) said that there are several advantages of using board game “snake and leader” in teaching writing in senior high school. First the students will not be bored and will be interest in learning English. Second, the board games are able to work in group. However, writing in groups, whether as part of a long process as part of a short game, can be greatly motivating for students (Harmer: 260). Third, students can develop their idea and selecting the topic easily. Forth, board game are not expensive media, the teacher can get the board game from internet. Fifth, students learn new vocabulary to arrange the words.

Based on the problems that have been explained in paragraph before, the writer wants to know the effect of using game in teaching language at senior high school. So, in this study, the writer wants to know the effect of board game in teaching writing and will choose Descriptive text as a material in teaching writing. In the classroom the students will play a game and they have to arrange the words into paragraph while played board game. Furthermore, teaching writing with appropriate media is crucial to make the writing class become more effective, enjoyable, and interesting for students.

II. RESEARCH METHOD

In this study, the writer used a quantitative approach. According to Craswell (2012:51) in quantitative research study, variables are related to answer a research question or to make predictions about what the research expects the result to show. While Ary, et.al (2010:39) said that quantitative research deals with questions of relationship, cause and effect, or current status that researches can answer by gathering and statically analyzing numeric data. It means the data used was statistical, in order to find the data the writer collected the information by analyzed using t-table on IBM SPSS.

Along with the quantitative approach was used, pre-experimental research with one-group pretest-posttest design is selected for classifying this research. As state by As Ari et al (2010:304) said, comparing student's scores from pretest and posttest in order to determine if exposure to the new teaching technique made any difference. This research has classified as a pre-experimental research with one-group pretest-posttest design because the research wants to know the students writing ability before being taught using media Board game and post-test to know the students writing ability after being taught using media Board game.

The writer took population in SMAN 1 MOJO JL, Tambangan No. 16 Mlati, Mojo, Kab. Kediri. The writer chose XI MIPA 4 which has 33 students contained 12 males and 21 females as the sample of the research.

In collecting the data, the writer used pre-test, treatment, and post -test. In pre-test, the writer gave a writing test about descriptive text (Famous People) to know the students' score before give the treatment. In treatment, the writer collected data by taught writing using Board Game media and tell the students about the instruction of what they have to do. While in post-test, the writer gave

a writing test to know the students' score before give the treatment. And the writer compares the result of pre-test to post-test, because the researcher wants to know the effect of Board Game to students' writing ability also to know is there any different data or not after students are taught using Board game. The result of test will analyze statistically.

In analyzing the data, the writer measured the score differences from pre-test and post-test of experimental group by the statistical calculation. In this research, in analyzing the data, the researcher applied T-test formula by using SPSS to find out whether the mean differences between them are significant or not.

III. RESULT AND DISCUSSION

A. Result

1. The Description of Students' Writing Ability Before and After Being Taught Using Media Board Game.

The data of pre-test showed the students' writing ability before gave any treatment are still low. It shown by the result of pre-test which found that form 33 students, the students achieved value of writing ability as follows: 9 students are very poor, 8 students are poor, 10 students are Fair, 6 students are good. It

proves that the writing ability of the students still low.

After giving the pre-test, the writer gave treatment twice to the students. In the first treatment, the researcher introduced and explained how to play Board Game while writing activity to the students. in this treatment, the writer gave the explanation about descriptive text form the definition, language feature, generic structure and the example of descriptive text to the students. In the worksheet, students should describe the famous artist, Sule while played the game. it also happened in the second treatment.

After given any treatments to the students, the researcher gave post-test to the students. post-test is conducted to measure how well students' writing ability is increasing after being taught using Board Game. in this section, there are an increasing of students' writing ability after being taught using Board game. It shown by the result of post-test. The students achieved value of writing ability as follows: 1 student is very poor, 6 students are poor, 10 students are fair, 15 students are good, and 1 student is very good.

From the data of pre-test and post-test, the writer calculated pre-test and

post-test score using SPSS version 23 and for analyzing the data the researcher used Paired Sample t-test in SPSS. It was indicated from the result of the post-test which was 2324 points higher than the pre-test. It was statistically analyzed using Paired sample t-test on IBM SPSS Statistic version 23. The result of the t-test was 13,322 in the degree of freedom 32 which was higher than t-table 1% (2,738) and 5% (2,037). It meant there was significant effect of Board Game on eleventh grade students' writing ability. Most of the aspect of writing improved especially grammar.

2. Discussion

Based on the result it can be said that the first finding is students' writing ability are low, especially in grammar aspect showed by the percentage of score pre-test which was 57,77 %. In line with Fareed (2016) finding on his research which said that there are several problems in writing of ESL learners, one of the problems is students have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, article, preposition and basic sentence structure. Similarly, the order of words was also found to be inappropriate causing difficulty in expression of meaning.

The second finding, the students' writing ability increased on some aspect of writing especially on grammar. By played Board Game while writing, students get used to arranged words well. During played the game that required them to arrange a sentence into a paragraph, students might be knew their mistake in write a word or sentence. Sapkota (2012) said that by giving some writing activity it can increased students' level on using the words in their writing and made less grammatical errors while writing. So, they were encouraged not to make any more mistakes while writing.

The third finding, board game gave an effect to students writing ability. The implementation of Board game made students more enjoyed and relax in learning process. It gave them a new experienced in learning activity with applied kinds of media. Because most of teachers only used books when taught writing. Yussof (2012) in her finding said that using board game as the supplement to textbooks, the students are motivated to learn grammar as they believe that board game is an interesting and useful method to be used in the classrooms. It also made an improvement of the students, like their writing skill and

the score of writing test. Almost of the students increase in aspect writing such as, their grammatical, their content, their organizing, their vocabulary and their mechanism of writing.

IV. CONCLUSION

Based on the result above, the conclusion is the influence of Board Game in teaching writing was effective when applied in the eleventh grade of SMAN 1 MOJO. It showed by the sore of post-test was higher than pre-test. The total score in most of the indicator was increased, especially in grammar. It means that board game could helped the students to write the sentence with the correct grammar. While, this media can help students on arrange the word in making a text. Students also more enjoyed in learning process while played the game.

The writer also conclude that Board game can improve the eleventh-grade students' writing ability. It was indicated from the result of the post-test which was 2324 points higher than the pre-test. It was statistically analyzed using Paired sample t-test on IBM SPSS Statistic version 23. The result of the t-test was 13,322 in the degree of freedom 32 which was higher than t-table 1% (2,738) and 5% (2,037). It meant there was significant effect of Board

Game on eleventh grade students' writing ability. Most of the aspect of writing improved especially grammar. It means, Board Game was suitable for students' writing ability. Because this media can help students got the better learning activity especially in composed a text. Most of students can increased their writing ability of descriptive text after being taught using Board game.

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