

The Effectiveness of Using Traditional and Modern Games to Improve Students' Speaking Ability

Kushardiyanti Novinda
Applied Linguistics Study Program
Graduate School, Universitas Negeri Yogyakarta
 Yogyakarta, Indonesia
 vinageha@gmail.com

Haryadi
Indonesian Language and Literature Education Study Program
Faculty of Languages and Arts, UNY
 Yogyakarta, Indonesia
 haryadi.uad@gmail.com

Abstract—The objective of the research is to find out an significant differences on the English speaking ability among students that are using Traditional Games and Modern Games as media in learning speaking process, and those who are using none of that kind of games in their speaking learning process. This type of research is quasi- experimental research as a case study in area, so it can be applied in the others cases with same situation, level or types. The subjects of study consisted of three groups, they are two experimental groups that get the treatment by using games as media in learning process, and one control group as comparator. The population from this case study research is the eight grade students of Junior High School 1 Minggir in Sleman Region, Yogyakarta. Students from class 8A, 8B, and 8C become the sample of this study. Students of 8A are taught by using Traditional Games, while students in class 8B are taught by Modern Games, and the students in class 8C are taught by using none of that games. The result data of this research is acquired by means from speaking ability, especially in type of recount text such as retelling their past events or experiences in this research case study. The analysis of data in this research is using both statistic analysis and descriptive analysis. The result show that there is a significant differences in the speaking skill among eight grade students of SMPN 1 Minggir , Yogyakarta taught by using the Traditional Games, by using the Modern Games and using none of them (conventional learning without media or games). As a result, the use of Modern Games is the most effective to improve students speaking skill, and the use of Traditional games also more effective than using none of that games.

Keywords—*traditional games; modern games; educational games; speaking skill*

I. INTRODUCTION

Speaking become important ability that we should have to interact and communicate with the others. As human communicative way, an utterance/producing oral form is more easily to hear and respond instantly than reading it in written form. There are so many factors that able to affecting someone's speaking ability, they are the context of speaking, the speaker's achievements and also their knowledge/ basic

education that they have [1]. Moreover, Indonesian people still unfamiliar with using English when interact with another in their daily activity. English language become a foreign language in Indonesia that also make the people have no aims to use it in their daily life , they feel more comfortable to communicate by using their first and second language, they are Indonesia and mother tongue/ local language. For Indonesian students, English become a nighmate subject and they have difficulties in communicate and practice their ability orally in their daily activity. Students' first language also affecting their accent in speaking that able to make their utterance unclear. Their mindset in the difference of Indonesian and English grammar also make a mess in arranging the grammatically correct speaking. Their English speaking ability sometimes become a lack to continue their study or their carrier on the future.

Junior high school teachers merely think that speaking in English subject is not really effective and useless for students in their daily life. Moreover, speaking practice will not be tested in school final exam or national exam in junior high school level. They more focus on reading and writing as comprehension that will be tested. The teachers likely get the best result in exam than giving the long process in improving the students' skill, the most important is the students are able to pass the exam and have a good mark than make sure the students really understand the material and able to apply their knowledge in their daily activity.

We need at least two person to make a communicative speaking. We should interact and have partners to practice our skill ability by making a dialogue, active respond, or discussion to make an effective communication. An interactive media, complete facilities, good class management, active and supportive teacher, also comfortable class situation are really affecting the goal of students' learning process. In the reality, most of the Junior High school teacher give the English material from their book only as the reference, otherwise some of their students haven't ability and basic knowledge in English from their past educational level in Elementary school because English is not

a duty subject in their previous school, or many students unable to understand about their English subject in 7th class level as basic and their first learning in secondary school.

The limitation in having facilities and media in teaching make some of teachers only use a text book or LKS (students' worksheet book) as the hand book of study. The teachers also have no time to make a simple media in teaching English, especially for speaking. They are rarely draw on the board, giving a quiz or games, and ask the students to look at the material in their hand book only. Actually, the teacher become central in teaching learning process. They must have the responsibility to be more active than their students, and make sure their students understand about the material that is given. Playing some activity as games also seldom to be done because sometimes it difficult to control and manage the condition of the class because teenagers are more active and talkative without a clear instruction with a good class management while teaching learning process.

According to Hadfield "games are activities with rules, a goal an element of fun" [2]. The teacher must be active, creative and imaginative in developing their teaching techniques and materials to make the students excited and enjoy to learn English. Using games as fun learning activity hopefully make the students interested in learning English as well and able to practice their speaking ability communicatively in daily life.

The effectiveness among the improvement result from using traditional games, and modern games as learning media are compared with the conventional study of teaching process. The traditional game in this research is a modified card game by playing Gobag Sodor with rules to communicate with another while playing by using that kind of game. The modern educational game here is using a computer games named Haunted House and Story Maker that is modified to make the students communicate with their friends in the process of study. Then, the conventional study here refers to learning process without any media and the teacher become the central leader. The students expectively can learn to work individually and in group, be an autonomous person, able to communicative with the others and brave to speak up their opinion after learning by using kind of media from traditional and modern games.

The result of students' speaking ability that is taught by using traditional game and modern game are compared to the conventional learning. Their speaking record is collected as a result in assessing their speaking ability. From the final analysis we can get te result whether or not the media is effective to improve students' speaking ability, and which one is more or the most effective media in improving speaking ability. By comparing the teaching learning process with and without games as media of learning, we are able to get the result of using media, are they have an effect on students' speaking ability or not from improvement of speaking aspects from post-test and pre-test. The aspects of speaking that is used in this research are grammar, content, fluency, pronunciation and vocabulary with scale score 1-5.

II. RELATED LITERATURE REVIEW

A. Traditional Games

Traditional Games is kind of games based on local culture and heredity in each area. Moreover, Indonesia rich of local culture and wisdom that makes the games have different name and rules although it is basically the same one. The games are freely played by everyone and it also has different way when played the games based on the rule and agreement in each area. There are so many kind of regional and national games in Indonesia. In addition, traditional games don't need a complex requirements or specification to play, complicated rules or difficult equipments that is used in daily life. They can be played by using a simple media or tools from our environment, or sometimes we need no media to play, just need ourselves. Each traditional games needs motoric activity an loyalty of cooperation, so that the children more fun and active while playing also able to join with their friends.

In this research, a traditional game, named Gobag Sodor is used as modified media to improve students' speaking skill in teaching learning process. The modification of Gobag Sodor game is used as a media by playing card and fun activity, and also describing picture with communicative question. Hopefully, this game able to make sthe students enjoy the fun learning process and then practice their speaking skill bravely with anothers. This activity game is combined and modified from card games, but it use the same rules as its game in general. The students split to two groups and each of group member has to face their opponent and pass the enemy to the next stages. They need to use less of their motoric ability in this game because they need to use their brain, not only use physic but also the use of their knowledge and speaking skill ability when face and against their enemy. They can pass the enemy and go to next stages after answer the question that they have got from the picture/card and clues that is given by.

B. Modern Games

Modern games is kind of games that use a technology in its operations. Smartphone, laptop, and any gadget and electronic media is needed to support and play the modern games. Multimedia that consist of audio visual games or story games are more easily accepted and interesting for children an teenagers. They can watch the movement of picture/ animation and listen the sounds that is made by.

In this case, computer games with multimedia/ technology that is used as the media is kind of deceribing picture game. Haunted House and Story Maker games are kind of games that is used as media in English teaching learning process to make it improve speaking ability effectively. It is used with aims to convey the English learning material. Story Maker helps the students to choose and arrange story that they want to make based the story games they had played before. In the other side, Haunted House games is a story game that is played by find the clues story and raw model in speaking their past experiences. The students are able to watch the story , guess the missing/ corret pictures or words, find the clues, and finally able to arrange a story after playing the games. The students are freely to discuss with their

friends (in pairs or in group), and give their opinion to improve their speaking ability, then practice to speak or tell a story by themselves in the end of the learning process by using kind of media.

C. Speaking

Speaking is the vocalized form of human communication. It is based upon the syntactic combination of lexical and names that is made from many variation of vocabularies that consist of more than thousands of different words. Every spoken words is created out from the phonetic combination with limited set of vowels and consonant speech sound unit, differ creating an existence of many thousands of different types of unintelligible human languages [3]. Some people are often polygot able to communicate easily in two or more languages. The vocal abilities that make people enable to produce speech also provide humans with the ability to sing a song/ rhymes.

Finocchiaroo and Brumfit consider that speaking is a complex skill, which involves the knowledge of sounds, structures, vocabulary and culture subsystem of language. Firstly we hear sounds as receiving ability, then we are able to respond and producing sounds and utterance [4].

The intonation and pronunciation from near native acquisition in the early stages of language learning process provide an useful foundation even for students who is only intently read the language. People subconsciously use their vocal cords and speech muscles when reading, even though their lips don't move such as when they are mumbling. The spending time that indirectly used when reading foreign language is able to reinforces students' habits of speech. Speaking is the productive skill in the oral mode. Speaking is like the other skills, because it more complicated than it seems at first and involves more than just only pronouncing words without meanings by.

Attractive and interactive speaking (communicative speaking) situations need face-to-face conversation/discussion, telephone calls, video conference meeting, etc. We are alternately speaking and also listening and in which we have a chance to ask for repetition, clarification, and slower speech from our conversation partner. Communicative speaking is used in our daily life because we need to speak and also respond the others speaking, not only able to receiving but also producing sounds. Although, some speaking situation is able to be partially interactive when we give a speech to live audience or live streaming which audience can't interrupt the speech from the speaker.

III. RESEARCH METHODS

This research use the experimental method in giving the treatment [5]. Pretest-Posttest Quasi Experimental design is used in this research [6]. This design is chosen because it is the effective way to analyze and evaluate between groups designs. That group designs utilize comparison and randomization of control group and experimental groups. Each group whether control and experimental groups that are chosen and assigned at random class is presented with either

the treatment or some type of control. Pretest is given to all groups to determine their level of skill. The experiment is given only to experimental groups. And posttest is given to students to determine if the difference among the groups exist.

The sample in this research are three 3 classes of randomized groups from 8th grade students of SMPN 1 Minggir. The group consists of three groups, which two groups as experimental groups, and one as control group. The classes that is chosen are 8A, 8B, and 8C. Class 8A consist of 32 students as the experimental group 1 who was given treatment by using a traditional games, 8B consist of 32 students as the experimental group 2 who was given treatment by using modern games, and 8C consist of 32 students as the control group who was given a conventional learning. Each class has the same assignment to do in pretest and posttest. Then, the scale of scores from the posttest and pretest will be compared to know their achievement in speaking.

The data is collected by giving a test in practicing the speaking ability of each students. The students have to speak in 3 minutes, while their story will be recorded as an authentic resources to determine the score by measuring speaking aspects ability. Their speaking skill will be scored depends to some aspects of speaking, they are grammar, content, fluency, pronunciation, and vocabulary. Each aspects of that speaking ability has scale of scoring from one to five. By having 5 aspects of speaking skill and score range from 1 till 5, the minimum score of speaking test is 5 and the maximum score of speaking is 25.

The pretest and posttest from experimental groups and control group will be compared. The result of the test will be calculated and compared by using SPSS program that is Anova test statistic. There will be found that there is any improvement or reduction from their score by less the posttest and the pretest score. The result will be positive if the score of posttest increase from the pretest, or negatives if it decrease.

IV. RESULTS AND DISCUSSION

This research have a positive result. From the data collecting, we know that there are a significant differences among each groups and improvement in students' speaking skill. By Using Anova in SPSS, we get the result and data. The result of pretest- posttest score are described in the following tables.

TABLE 1. THE DESCRIPTIVE STATISTICS OF THE PRETEST (PRT) AND POSTTEST (POT) SCORE

Group	Traditional Games		Modern Games		Conventional	
	PrT	PoT	PrT	PoT	PrT	PoT
N	32	32	32	32	32	32
Mean	10.84	18.34	10.87	19.12	10.59	13.81
Std. Dev.	4.34	3.25	3.66	2.58	3.38	3.57
Min.	5.00	13.00	5.00	14.00	5.00	9.00
Max.	19.00	24.00	19.00	25.00	19.00	21.00

TABLE II. THE RAISE OF SCORE FROM PRETEST TO POSTTEST IN EVERY GROUP

Group	Raise of Score
Traditional Games	7.50
Modern Games	8.25
Conventional	3.22

From the The table 1 and 2 above, it was clearly depict that there were differences in the pretest and posttest of each groups. The raise of the mean score for experimental group 1 with using traditional games was about 7.50 points from 10.84 (pretest) to 18.34 (posttest). Then the raise of mean score for experimental group 2 with using modern games was gaining about 8.25 points from 10.87 (pretest) to 19.12 (posttest). The control group with only conventional learning shows that is was gaining about 3.22 points 10.59 (pretest) to 13.81 (posttest). This finding indicates that the gaining score reached by experiment group 2 that using modern games is the highest than the other groups. The improvement from posttest and pretest score in speaking ability is different based on the effectiveness of the media/ treatment that is given.

From the comparison of the pretest and posttest in speaking score comprehension score classification among the two experiment groups (traditional and modern games) and the control group, it can be concluded that experiment group 2 that use modern games have the highest improvement in speaking score. So, the final result we know that Modern game is the most effective media to improve students speaking ability. The use of Traditional games also more effective than using none of media in teaching learning process [7].

The following table shows the hypothesis testing statistics of the research.

TABLE III. ANOVA TEST STATISTICS

Type	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.562	2	63.281	26.227	.000
Within Groups	33.594	93	10.039		
Total	460.156	95			

The Anova test give a result data process of Posttest from each test. The data presented in the table showed that the F of posttest score was 26.22 with the significance of probability 0.000. So that, H_0 was therefore rejected and H_a was accepted. It concluded that there was a significant difference on the students' speaking ability among the classes which using traditional games and modern games (experiment groups) and Conventional learning (control group).

V. CONCLUSION AND IMPLICATIONS

From the result of descriptive statistics, the highest mean score of improvement came from the experiment group

2 that uses modern games as a media. The use of modern game as a media in learning activity is the most effective to improve students' speaking ability. While the hypothesis test result shows that there is a significant difference on the students' speaking ability between the classes which are taught by using traditional games and modern games as experiment groups and the control group. Furthermore, it indicates that the use of modern games is more effective than traditional games. It can be said that the modern games is the most effective media to improve students' speaking ability.

Hopefully, the result of this case study can strenghten the theories on education, especially in speaking ability improvement and in the case of the use of traditional and modern educational games as a media in English teaching learning process of speaking ability. Games as media can be used to created enjoyable and fun activity that also able to build a non-threatening environment [8]. It is able to encourages students and promotes positive social interaction that can support to develop the students' motivation in order to gain the goal of English learning, in this case is developing the students' speaking ability.

The games as media that is used in this research can be played in pairs or groups. Moreover when playing the traditional games, we need 2 groups of students, and in the modern games we can play minimum in pairs. Playing game make the students comfortable to interact with another, and they have to more active and talkative to improve their skill and practice in speaking English.

The research findings can be used by English teachers as a review in choosing the media for the English teaching and learning processes to achieve students' speaking ability. It also can becomes references for teachers to involve their students in the classroom to be more active and enjoy the material through media that is appropriate and effective to improve their speaking ability [9]. Hopely, the principals, chief of departmens and other education stakeholders can support their teachers to be active using a media that is fun such as games to make an interactive class and make the students enjoy the learning class activity.

REFERENCES

- [1] W. Littlewood, Communicative language teaching. Cambridge: Cambridge Press, 1984.
- [2] J. Hadfield, Advance communicaton games, England: Addison Wesley Longman United, 1996, pp.4
- [3] H.D. Brown, Teaching by principles: An interactive approach to language, New York: Pearson Education, 2001.
- [4] M. Finocchiaro & C. Brumfit, The Functional national approach from theory to practice, 1984, pp.140.
- [5] J.W. Creswell, Educational research, 2nd ed, Pearson: Merrill Prentice Hall, 2012.
- [6] W.R. Shadish, T.D. Cook, and T.D Campbell, Experimental and quasi-experimental designs for generalized causal inference, Boston: Houghton Mifflin, 2002.
- [7] M. Prensky, Digital game based learning, McGraw .Hill, 2001.
- [8] C. Cristina, "Probabilistic assesment of user's emotion in educational games". Applied Artificial Inttelligence Journal. vol 16, 2002.
- [9] R.A. Zeep, "Teacher's perceptions on the roles on education technology", Educational Technology and Society, 8th ed, vol.2, 2005.