

The Influence of Online Board Game (Rhetoric) Towards Students' Speaking Skill

A Quasi-Experimental Study in the Eleventh Grade High School

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Abstrak

English is a part of the educational system. As a lingua franca, many countries use English as a national syllabus to be central in university and Speaking is the aspect of learning English. Speaking is the technique that students have to communicate with other people or read an article or journal in the English language. Many students are ashamed to speak English because they lack of vocabulary and are not confident with grammatical correctly and fluently. During this pandemic, learning speaking skills has many problems, so teachers must think of other ways to learn speaking skills. There are many techniques to learn English, for example, through the game. This study, which is part of a broader research, is aimed to find out the influence of Online board Game (Rhetoric) towards Students' Speaking skill. In addition, is there any effect before and after using board games in learning English, especially on students' English skills.

Keywords: *Online Game; Rhetoric The Public Speaking Game; Speaking Skill*

Abstract

Bahasa Inggris adalah bagian dari sistem pendidikan. Sebagai lingua franca, banyak negara menggunakan bahasa Inggris sebagai silabus nasional untuk menjadi pusat di universitas dan Berbicara adalah aspek pembelajaran bahasa Inggris. Berbicara adalah teknik yang dimiliki siswa untuk berkomunikasi dengan orang lain atau membaca artikel atau jurnal dalam bahasa Inggris. Banyak siswa yang malu untuk berbicara bahasa Inggris karena kurangnya kosa kata dan tidak percaya diri dengan tata bahasa yang benar dan lancar. Di masa pandemi ini, pembelajaran keterampilan berbicara memiliki banyak kendala, sehingga guru harus memikirkan cara lain untuk mempelajari keterampilan berbicara. Ada banyak teknik belajar bahasa Inggris, misalnya melalui permainan. Penelitian ini, yang merupakan bagian dari penelitian yang lebih luas, bertujuan untuk mengetahui pengaruh Permainan Papan Online (Rhetoric) terhadap Keterampilan Berbicara Siswa. Selain itu, apakah ada pengaruh sebelum dan sesudah penggunaan board game dalam pembelajaran bahasa Inggris khususnya terhadap kemampuan bahasa Inggris siswa.

Kata Kunci: *Online Game; Rhetoric The Public Speaking Game; Speaking Skill*

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INTRODUCTION

Many students are ashamed to speak English because they lack of vocabulary and are not confident with grammatical correctly and fluently. A teacher should motivate students or change students' mindset that English is not a complex language. During this pandemic, learning speaking

skills has many problems. Many students and teachers complained about distance learning or online. In English, education, especially speaking skills, is very difficult to do without face to face, so teachers must think of other ways to learn speaking skills during this pandemic. During this pandemic, all learning uses the internet, one of which uses the zoom application. Still, it only runs one meeting because there are problems with using the zoom application, which takes up many quotas and is slow in joining this application. So one of the alternatives is assigning students to make a dialogue between friends who are still in the same area, record it into a video conversation and send it via email. Moreover, the disadvantage of online learning is that it cannot directly improve the students' conversations. It cannot see the students' proficiency in speaking English and the students' slow in collecting assignments. Furthermore, the problem faced by students is the lack of explanation given by the teacher when distance learning online. It is different from face to the face learning process and using the internet. As a result, students can learn English especially speaking skill by any method to make them comfortable and happy. There are many techniques to learn English, for example, through the game. We know that game is one method that makes students more interesting and not feel bored in their class when they learn English. According to Falim & Prestiliano (2018) state that Games can reduce boredom and stress while studying because students prefer to play more than study. The Game also helps a teacher make the language context valuable and meaningful for students in learning English. The Game is one method commonly used and accepted by students in learning English.

One of the games used in this research is using a Rhetoric the Public Speaking Game by Florian Mueck and John Zimmer. This game trains speaking for people who lack confidence when speaking English uses the cube as a medium to move or place a pre-marked surface or "board" according to a set of rules which is available in the form of an application that can be used online. The researcher used a Rhetoric online board game as a medium to increase students' speaking skills. It hopes it can make students more attractive, do well, and communicate the language without hesitation.

The purpose of this study is to see whether there is an Influence of online board game (Rhetoric) towards students' speaking skills, and are students motivated in learning speaking skill and there is a significant improvement in the learning process using games and not. The teacher considers that playing games in learning English can improve students' speaking skills and their ability to solve speaking problems as well as their self-esteem.

METHODS

This research used Quasi-Experimental design “Quasi-Experimental Design a way to Identify a comparison group that is as similar as possible to the treatment group in terms of baseline characteristics (Pre-Intervention)” (White & Sabarwal, 2014). Which is used quantitative method which is used test, Questionnaire and Observation data. This Research conducted in Senior High School, the population in this study is all students odd Semester Academic Year 2020/2021 and the sample of this research using simple random sampling two samples randomly chose one class as an experimental and the other class as a control class, class XI IPS 4 was selected as the practical class consist of 35 students and Class XI IPS 3 as the control class consist of 36 students. The data was served numerically and tested by non-parametric statistic Mann-Whitney. The design of the study was quasi-experimental. An oral test was used as the research instrument to get the data, consisting of pre-test and post-test questionnaires and observation to know the students' attitude in Speaking Skills. The purpose of this research is to find out the influence of Online board Game (Rhetoric) towards Students' Speaking skill.

FINDINGS AND DISCUSSION

Findings

Table 1. Normality Posttest data

Skill	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Speaking Skill	Pretest Experiment	.884	21	.018
	Pretest Control	.902	21	.038

a. Lilliefors Significance Correction

Table 2. Normality Posttest data

Skill	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Speaking Skill	Posttest Experiment	.875	21	.012
	Posttest Control	.729	21	.000

a. Lilliefors Significance Correction

Table 3. Mann-Whitney Test of Pretest Data Test Statistics^a

	Speaking Skill
Mann-Whitney U	162.000
Wilcoxon W	393.000
Z	-1.526
Asymp. Sig. (2-tailed)	.127

a. Grouping Variable: Class

Table 4. Mann-Whitney Test of Posttest Data Test Statistics^a

	Speaking Skill
Mann-Whitney U	181.500
Wilcoxon W	412.500
Z	-.997
Asymp. Sig. (2-tailed)	.319

a. Grouping Variable: Class

Table 5. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.535	1	2.535	.736	.402 ^b
	Residual	65.465	19	3.446		
	Total	68.000	20			

a. Dependent Variable: Questionnaire

b. Predictors: (Constant), Posttest

Based on the data statistic that researcher found that the normality test from pretest data the experimental class was 0.018 and control class 0.038 and the result of posttest data in experiment class 0.012 and control class 0.000, it shows that the significant value of both classes is lower than 0.05 the normality test has not normally distribution so the researcher using non-parametric statistical test Mann-Whitney. and the result of experiment class the significance Asymp. Sig (2-tailed) is 0.127, and the Asymp. Sig (2-tailed) in post-test is 0.319 it shows that the value is more than the significant hypothesis criteria 0.05 the result is H_0 is accepted. The result concluded no difference between the experiment class and control class in students speaking ability. Therefore, to see whether there is an influence in Online Board Game (rhetoric) towards students' speaking skills, simple linear regression is used.

Based on analysis of simple linear regression, there is no influence of Online Board Game (Rhetoric) towards students' speaking skills. It shows that the Correlation (R) value is 0.193a and R Square is 0.37, and significant value from the Anovaa 402b >0.05 and H_0 Accepted. It concluded that the correlation between online board games on speaking skills affects the amount of 3,7% and other variables influence 96,3%. It means that there is no significant influence of Online Board Game (Rhetoric) towards students' speaking skill.

Based on the data questionnaire, the researcher finds that the overall average calculated shows that the average positive statement on Learning Speaking using the Online Board Game (Rhetoric) gives Yes response of 70,2% and the average negative statement with No response of 57,1%. Almost half of the students stated Yes response that Speaking ability is getting better after using the Online Board Game (Rhetoric).

Furthermore, to get interconnected results in this research, the researcher used the teacher's observation sheet, and the average value of the experiment class gets 91,66%. The control class gets 91,66% it means that the way teachers teach in the experimental and control classes has similarities in terms of behavior, attitudes, and values. Moreover, it shows that the result of the teacher's observation falls into the excellent category.

Discussion

Based on the data above, it was found that the effect of the board game on students' speaking ability in English did not have a significant effect, it can be seen from the result simple Linear regression the correlation between online board games on speaking skills affects the amount of 3,7% and other variables influence 96,3%. It means that there is no significant influence of Online Board Game (Rhetoric) towards students' speaking skill. Meanwhile, it can be seen from the questionnaire data showing that students prefer learning using online board games and the teacher's response to student learning also has a positive influence. Almost half of the students stated Yes response that Speaking ability is getting better after using the Online Board Game (Rhetoric). According Syakur (2020) Board game provides a fun learning, attracts the students' attention to participate actively, and helps the students to enjoy communicating verbally. Based on this statement, it shows that board games can make students motivated in learning and can improve students' speaking skills.

According to Dewi (2019) Shows that Based on the result that the critical value of “observation” is 10,12 and “table” of 5% is 2,045 and for 1% level is 2,756. The data confirmed that “observation” is higher than “table”. it could be inferred that (H_i) is accepted and (H_o) is rejected. It means that there is any positive and significant influence of using board game as a media on the students’ speaking ability at the third semester of English education department of State Institute for Islamic Studies of Metro in the academic year of 2018/2019. It seen from the statement it is inversely proportional to the results of the research results which show that there is no significant influence of using board game towards students’ speaking ability

CONCLUSION AND SUGGESTION

Based on the result, the researcher found that the use of Online board Game (Rhetoric) in teaching and learning speaking has no significant influence on speaking skills it can be seen from simple linear regression that online board games on speaking skills affects the amount of 3,7% and other variables influence 96,3%. Although there is no significant increase in value, there was quite a big difference when learning to speak using Online Board Game Rhetoric. From the questionnaires, the students more enjoyable in learning English and made students more confident to ask and answer the question to other players when learning to speak using the online board game Rhetoric. It conveys that the teacher made students more enjoyable when teaching the learning process in the classroom. Based on the writer's research, assumes that using a communicative game like Online Board Game (Rhetoric) in a pandemic is appropriate for teaching speaking English to a foreign language learner. Even so, many obstacles must face when using Online Board games (Rhetoric) in this pandemic era.

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