

THE EFFECT OF ADAPTED MONOPOLY BOARD GAME TOWARDS ENGLISH LEARNING ACHIEVEMENT OF THE FOURTH GRADE STUDENTS OF PRIMARY SCHOOL IN BANJAR, BULELENG

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ABSTRACT

This study is aimed to investigate the significant difference in students' English learning achievement between the students who were taught by using Adapted Monopoly Board Game and the students who were taught by using conventional teaching media in Banjar, Buleleng. Within four times of treatments, the researcher gave two topics to the students in learning English. The topics were involved in teaching scenarios which assisted the researcher in teaching both groups. There were two teaching scenarios for each groups. The topic of the first teaching scenario was "things in the classroom" which was taught in the first and second meeting, while the second topic was "electronic appliances" which was taught in the fourth and fifth meeting. This study was a quasi-experimental research using post test only control group design. The population of this study was the fourth grade students in Banjar, Buleleng consisted of 182 students. To determine the sample, cluster random sampling technique was employed as a technique. There were 2 groups of sample, SD N 1 Banjar was assigned as control group, while SD N 9 Banjar was assigned as experimental group consisted of 58 students altogether. The required data for this study were collected by means of administering the research instrument in the form of post tests. The data was analysed descriptively and inferentially. The result of data analysis showed that there was a significant difference between the students who were taught by using Adapted Monopoly Board Game and the students who were taught by using conventional teaching media. The mean of experimental group (80.41) was higher than control group (67.48). The result of independent sample t-test revealed that the value of t observed was higher than the t critical value ($t_{obs} = 6.544 > t_{cv} = 2.003$) at level significance 0.05 ($\alpha = 0.05$). In short, Adapted Monopoly Board Game as a teaching media gives significant effect to students' English learning achievement at Banjar, Buleleng.

Keywords: *adapted monopoly board game, English learning achievement, language game*

INTRODUCTION

Introducing English as a foreign language (EFL) is a good start in a primary school where the teachers deal with young learners. EFL learners are on their golden ages and their critical period. On that period, the students' brains are still flexible which allow them to learn language easily. Moreover, the students' attitudes toward foreign languages and cultures are open and they will help the young learners learn the languages more effective.

Teaching English to them is greatly different from teaching English to adults. The teaching should be appropriate to children's characteristics. Some characteristics of young learners are regarding their cognitive knowledge and attention span. When young learners are introduced with English words, they need to connect the words with concrete things which they can see directly. In other words, everything the students learn should be reflected to real world. The second characteristic is regarding attention span that young learners' attention span is about 15 to 20 minutes only. They can get easily bored if the teachers only read aloud the book, while the students merely sit down and listen quietly to the teachers. They do not have chances to practice English. Young learners learn effectively by doing. Hadfield (as cited in Tuan, 2010), Martin (as cited in Brewster et al., 2002), Buckby (as cited in Saraswati, 2015), Scott & Yterberg (1992) and Ratminingsih (2012) explain that children have fun with movement like playing, and the more fun for students, the better they will learn a language. This means that the activities in the classroom should involve physical movements, such as: playing games, singing and dancing, and roleplay.

Regarding to teachers' proficiency in teaching English to young learners, Zein (2012) claims that most English teachers in Indonesian primary schools hold no relevant qualification. The teachers have different background with limited English proficiency. They come from different pools of education system. In line with Ratminingsih (2010), she proves that among 185 English teachers in two districts in Buleleng regency in 132 elementary schools, 105 teachers have English education background, and 80 others do not. Those who do not possess English education background come from various pools of education system: (1) Two-year Diploma of Primary School Teacher Education (D2 PGSD); (2) Hindu Religion Studies; (3) Social sciences such as economics, geography, and management; (4) Secondary

Primary School Teacher Education (SPG); (5) Family prosperity studies (PKK) and; (5) Hoteliers and the rest are law, Indonesian, and distance education.

The researcher conducted a preliminary observation in Banjar sub-district in the regency of Buleleng. The researcher has interviewed 5 teachers at 5 primary schools. The result shows that one teacher came from secondary primary school teacher education and the four teachers came from primary school teacher education. They did not undertake a major in English during their pre-service teacher education. It can be concluded that most of the teacher in Banjar have no English background, in fact, they have different educational background.

Besides the educational background of the English teacher, the classroom instruction also affects the learning process in primary schools. In teaching English young learners, the classroom instruction must be suitable to the characteristics of young children. One part of classroom instruction is the instructional media. Instructional media can be classified into three kinds, namely: audio aids, visual aids and audio visual aids. Based on preliminary observation, the English teachers in Banjar teach English to the students using conventional teaching media, such as textbook. The teachers greet the students and tell the objective of the lesson in the beginning. Then, the students are asked to open, read their book, and answer the questions provided by the book. As a consequence, the textbook controls the teaching and learning in the classroom and the students easily get bored and lose their interest in learning English. This is in line with Derakshan (2015) who states that teaching methods involving conventional teaching media used in the classes make learners feel bored. Furthermore, Grant (1990) and Michael (2006) argue that a teacher who only teaches the students with textbooks and the textbooks lack areas of interest for some students, this teacher does not provide the opportunity for his or her students to reach the goal of the syllabus. In summary, the teachers at primary schools in Banjar still apply conventional teaching media which make the students easily get bored when learning English in the classroom. The students should be having fun in learning English. In this case, the teachers need to change the conventional media in order to encourage the students' interest in learning English.

Game is one example of teaching media. So far, games are often used in pre-activities or warm up activities in a classroom and also always be marginalized by some English teachers. They are regarded as back up activities whenever the teachers have nothing to do in odd moments. Actually, game is one of effective media that can be used by the teachers because it can help the teachers to build students' motivation and facilitate the students to learn English. This is supported by Paul (2007) who states that games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning. In addition, Ratminingsih (2010) has conducted study regarding teaching techniques using games and songs in teaching English to young learners. The study result revealed that both games and songs are effective and helpful teaching technique to teach students listening skill. It was also found that game is appropriate to be used in teaching students who are extrovert. Azar (2012) has conducted a study regarding the effectiveness of games toward EFL learners. The finding shows that learning language through games is significant and interesting for the students with low academic achievement. Mubaslat (2012) conducted experimental study on the same variables, game and students' achievement in English language. The study proves that using educational games including board game have positive effects on students' achievement. However, there is a study which shows different results from all mentioned researcher.

There are actually many kinds of games which can be used as teaching media. Brewster et al. (2002) state that there are eight types of games in language teaching, namely: guessing game, simple pencil and paper/blackboard game (spelling games), picture games, word games, game using sentence cards, dice games, board games, and games using chart or matrices.

Board games are kinds of language games. Board games are familiar game types for children which mainly involves moving markers along a path (Lewis and Bedson, 1999). Regarding the use of board games in language teaching, Ratminingsih & Budasi (2015) conducted a study related to board games in teaching English to young learners. The study resulted that the board games are effective to boost students learning achievement. Wahyuni (2012) also conducted study related to the game, "The Use of Modified Monopoly Game as an Alternative Way for Teaching Oral Skill". She found that the game can be applied in the classroom for teaching oral skill in fun way. It could be seen when the teacher asked them to stop the game but most of them still played and actively spoke. In summary, the two researchers have successfully proved that the use of monopoly game which is already modified or adapted give positive effect.

The researcher believes that game, especially board game remains an effective, useful and meaningful media to be applied in teaching English to young learners. In order to prove that board game is an effective media, the researcher is interested in investigating the significance differences between the use of a board game which is developed by Ratminingsih and Budasi (2015) and conventional teaching media in English teaching. The researcher expects that the use of Adapted Monopoly Board Game as a teaching media is useful for young English learners to practice their English language.

METHODOLOGY

This study was a quasi-experimental research using post test only control group. The population of the study was the fourth grade students of Primary school in Banjar, Singaraja. In order to determine the sample, the researcher employed cluster random sampling as a sampling technique. As the result, SD N 1 Banjar was chosen as control group, while SD N 9 Banjar was selected as the experimental group. In order to prove both groups were normal and homogenous, the researcher conducted homogeneity and normality test based on students' summative score. The students' summative scores were analyzed by using the homogeneity and normality test through IBM SPSS 23.0.

The independent variable in this study was Adapted Monopoly Board Game as a teaching media, and the dependent variable was the fourth grade students' English learning achievement which will be reflected through the students' cognitive/knowledge. The required data in this study were collected by using post tests. Before administering the post tests, the try out test was administered to the fourth grade students of SD N 1 Banjar Tegehe. The instruments were evaluated by the expert judges beforehand to make sure the instruments were valid and reliable enough to be used. The post test was given to both groups after receiving treatments. It was given in order to know students' English learning achievement.

The data analysis encompasses descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis contains of the measurement of central tendency (mean, median, mode), and dispersion tendency (standard deviation, range, and variance). Inferential statistical analysis consists of normality test which used Kolmogorov-Smirnov test, and homogeneity test using Levene statistic test. Next, hypothesis testing which used parametric test or independent sample t test was conducted. The test was used in this study since this study was aimed to test the significant difference of mean score from both groups. All of the data in inferential statistical analysis were analysed through IBM SPSS 23.0.

ANALYSIS

The focus of this study was to investigate the effect of Adapted Monopoly board game towards fourth grade students' English learning achievement. The result of data analysis of the study indicated that there was a significant difference on students' English learning achievement between the fourth grade students of primary school in Banjar who are taught by using Adapted Monopoly Board Game and those who are taught by using conventional teaching media in academic year 2017/2018. Descriptively, the finding revealed that the experimental group which was taught by using Adapted Monopoly board game as a teaching media gained higher English learning achievement than the control group which was taught by using conventional teaching media. It can be seen from the mean of both groups. The mean score of English learning achievement showed that the experimental group was higher than the control group. The mean score of experimental group was 80.41, while the control group was 67.48. Furthermore, the mean score in each post-test of all topics in experimental group was also higher than the control group. In theme "things in the classroom", the mean score of experimental group was 81.51, while the control group was 60.81. In theme "electronic appliances", the mean score of experimental group was 79.31, while the control group was 73.55. Inferentially, the result of the calculation of independent sample t-test shows the value t_{obs} was 6.544 where t_{cv} in alpha significance 0.05 (5%) and the degree of freedom 56 was 2.003. It was found that the value of t_{obs} was higher than t_{cv} . Thus, the findings proved that the use of Adapted English Monopoly Board Game as a teaching media is effective to help the students to improve their English learning achievement. Moreover, the result of effect size calculation proved that the effect of using Adapted Monopoly Board Game upon the students' English learning achievement was highly strong.

Apart from both types of analysis, the effect of Adapted Monopoly Board Game can be seen during treatments were given. The experimental group achieved better score than the control group because of the fun activities involved in learning and teaching process which created fun and healthy atmosphere in the classroom. Therefore, this supports the theory from Hadfield (as cited in Tuan, 2010),

Martin (as cited in Brewster et al., 2002), Buckby (as cited in Saraswati, 2015), and Ratminingsih (2012) that the learning which involves fun activities can make the students be immersed in teaching and learning process. In this case, the game is one part of the fun activities.

Within four times of treatments, the researcher gave two topics to the students in learning English. The topics were involved in teaching scenarios which assisted the researcher in teaching both groups. There were two teaching scenarios for each groups. The topic of the first teaching scenario was “things in the classroom” which was taught in the first and second meeting, while the second topic of teaching scenario was “electronic appliances” which was taught in the fourth and fifth meeting. After receiving treatments, the post tests were administered to both group in the third and sixth meeting.

In the first meeting with the experimental group which was SDN 9 Banjar, the researcher serving as the teacher taught the students about one of two topics chosen, “things in the classroom”. The researcher introduced the vocabularies of things in the classroom for the first meeting. Initially, pictures of things in the classroom were shown to the students in order to introduce them the things in the classroom in general. Next, the students were introduced vocabularies based on the pictures. It was done based on consideration that the students need to know the vocabularies in general before they play the game on the next meeting. To check their understanding, question and answer activity by using 10 pictures related to the theme was conducted. In this meeting, the students stayed focused until the end of the lesson. On second meeting, the researcher applied the Adapted English Monopoly Board Game to teach the students. Before playing the game, the researcher explained about the rule of the game and divided the students into four groups. When playing the game, the students looked excited moving their pawns and doing the transaction with their opponents. It could be seen from their active participations during the game running. Moreover, the students became more excited when the researcher asked them to play again in the next meeting. Thus, it supports the theories from Paul (2007), and Scott & Yterberg (1992) who state that the children learn best through playing, therefore, they can be immersed in learning. After playing game, the follow up activities in the form of matching exercise was conducted to practice their vocabulary retention.

In implementing Adapted Monopoly Board Game, all of the student actively spoke to each other when conducting transaction to the other group. When the students tried to speak, they were demanded to comprehend the vocabularies written on the game. In addition, they also imitated simple conversation which was written on the whiteboard when they conducting transaction. When they landed on a slot, they mentioned the name of the item on the slot, then they should perform the simple conversation with the teacher if they landed on an empty slot and with their opponents if they landed on the opponents’ land. By doing so, they learned vocabulary as well as practiced speaking in a fun way through playing the game. Hence, this supports the statement by Paul (2007), Ratminingsih (2010) that game is effective and helpful teaching technique to teach students and providing an outlet for the creative use of natural language in a non-stressful situation.

The second material themed “electronic appliances” was given on the fourth meeting after giving the students the first post test. Initially, the researcher introduced the vocabularies of electronic appliances by explaining them to the students. Next, Adapted Monopoly Board Game was applied after the explanation. The students were more active than before in playing the game. At the second meeting, the student learnt more about the previous material, which is about the use of indefinite article on vocabularies introduced. The researcher explained about it and checked students’ understanding by administering fill in the blanks exercise for them.

The treatment given to the experimental group was different with the control group. The control group was treated by using conventional teaching media, that was textbook. Nevertheless, the material, follow up activities, the use of pictures, and other teaching tools were same with the experimental group. In other words, the only difference was the media used in teaching and learning process. In the first meeting with the control group which was SDN 1 Banjar, the treatment was the same with the experimental group. The students were introduced some vocabularies of things in the classroom through pictures. Question and answer activity with pictures was also administered in the first meeting. In this meeting, the students’ response was same with the experimental group. They kept focused until the end of the lesson.

In the second meeting, the students were asked to open and read their textbook. They started to feel bored when reading the textbook. Some of the students began to distract the others and made noises in the classroom. The other students also easily distracted. It is in line with Derakshan (2015) who states that teaching methods involving conventional teaching media used in the classes make learners feel

bored. Moreover, the textbook owned by the students did not provide a medium for the students to interact to each other. The textbook did not contain communicative exercise at all. It was in line with Grant (1990) and Michael (2006) who emphasize that many textbooks used for language teaching and learning are deficient because they lack of genuine communicative activities at all. As the result, the students became passive in the classroom.

After administering the first post test in control group, the second topic themed “electronic appliances” was taught. In the first meeting, the students were asked to open their book and read the material related to electronic appliances. After reading the material, the students were asked to answer questions provided by their textbook. The students looked not immersed on the lesson. It could be seen on their behaviour in the class during the lesson. A few students started to make noises, then, other students started to do the same. It was not a good condition in the classroom because other students might feel distracted. Then matching exercise was distributed to the students and the researcher asked them to do the exercise. The exercise took quite long time because some of them still did not know some of the vocabularies. In the second meeting, the researcher continued the previous material. The students were just asked to listen to the researcher. After listening to the teacher, the teacher gave them exercise in the form of fill in the blanks exercise.

The overall discussion showed that the use of Adapted Monopoly Board Game has been proven as an effective teaching media since this study showed that the experimental students who were taught by Adapted Monopoly achieved better English learning achievement in the form of test score than the control group which was treated by implementing conventional teaching media. Moreover, it is proven and strengthen by the results of descriptive and inferential statistical analysis, as well as the results of previous studies and the theories which support the results of this study.

CONCLUSION

It can be concluded that there was significant difference in students’ English learning achievement between the fourth grade students of primary school who are taught by using Adapted English Monopoly Board Game and those who are taught by using conventional teaching media in academic year 2017/2018. The game was proven that it gave significant effect in experimental group.

The researcher offers some suggestions of this study. For teachers, the result of this study is expected to give new insight for teachers about innovative teaching media for teaching English to young foreign learners. Therefore, teachers can be confidence to use this kind of game to teach the students. For the students, they are expected to not only be immersed in the game but also be focused on the other learning activity as parts of the lesson. For the other researchers, it is expected that the result of this study can be used as a reference for the other researchers who want to conduct the same study.

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