
Educational Board Games vs Flashcards: Which One is More Effective to Teach Speaking Skills?

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Abstract

Digital technologies have been used for teaching media by many schools in learning English foreign language. However, there are schools that cannot afford to use digital media because the facilities are limited. To support learning English foreign language, non-digital media is still used in this technology era. This research examined the students who use educational board games achieve better speaking skills than those who use flashcards. This research was in a quasi-experimental design, participants included two eighth-grade classes from three classes of a junior high school which were randomly assigned to two groups. Thirty-two students were assigned to the experimental group taught with educational board games and 32 students to the control group taught with flashcards. Tests prior to and after the speaking class were administered to the participants in both groups to measure their speaking performance. The result from pre-test and post-tests revealed that students who use educational board games achieve better speaking skills than those who use flashcards. The findings lend support to the possibility of exploring non digital media as effective teaching tools means to facilitate EFL learners in technology era.

Keywords: *flashcards, boards games, media.*

INTRODUCTION

Speaking as one of the English ability students should be mastered, to master speaking skill they have to try to listen and speak up in their daily conversation or in English class. It is related to Bahadorfar and Omidvar (2014) it is a main part of daily communication and a person's impression assumed from fluent and comprehensive in speaking skills.

Most of students who have difficulty in learning English including in speaking skills, they practice speaking skills by writing the script of conversation then memorize them. They have to speak English spontaneously. According to Hariani (2018) students have some problems in speaking English. Without applying the language in real life or daily conversation, it is difficult for students to master in speaking skills. Students lack of vocabulary because they are first time to learn English and not confidence. However, teacher can do to handle the problems discussed above

in teaching speaking, students teaching skill that must a teacher have is communicative and effective in speaking based on the suitable teaching tool (Sinaga and Oktaviani, 2020). Nowadays, digital technologies have been used by many teachers to help their students practice their speaking skills (Budirta & Santosa, 2020; Sari & Iswahyuni, 2021). Many schools in major cities are provided with computer labs, photocopy machines, video projectors and other technology devices; however, in other schools the situation is different. In this digital era, non-digital media look irrelevant anymore. Its use is one of low tech that is less relevant to be used as teaching media.

However, there are many schools that lack of facilities and many students are not allowed to bring cell phones even for learning needs. One of the schools as same condition is in one of private middle school in Tasikmalaya. Tools might not be in good working condition and there might not be any internet connection. Therefore, non-digital media are still needed in teaching and learning in technology era. Lee (2012) points out that educational board games is game has educational and pedagogical value. Educational board game can help teacher's difficulties, make students to speak up bravely with their friends and it can minimize students' anxiety (Dewi, 2021). It will improve students' motivation as they consider educational board game as fun and enjoyable and encourage them be creative (Bayuningsih, 2016). Moreover, the application of board games is easy and be able to play by each student because board games is familiar game (Dewi, 2021). Another non-digital media that has been proven to have pedagogical benefits in EFL classroom is flashcards (Nikoopour and Kazemi, 2014). Flashcard can stimulate students' imagination to share ideas and they can speak up.

Aminuddin (2017) conducted the study to evaluate how impactful flashcard is to teach speaking. The researcher used quasi-experimental and the population was students of SMA. The result of this study was necessary differences between students in the experimental and control classes who take a post-test, the mean score of post-test in experimental class was higher than in control class. Therefore, using flashcards is effective in teaching speaking. Meanwhile, Ridwan and Nurhaeni (2021) stated that they want to investigate there was a necessary influence of applying flashcard tools in enhancing students' speaking ability. The results show that students' speaking skill advanced after applying flashcard and motivation of learning speaking is influenced by applying flashcards.

Based on the previous study above can be conclude that they investigated to contrast the impact of board games and flashcards in learning Chinese, the effectiveness of board games and

flashcard in SMA/SMK, and using flashcard to improve students' speaking skill. However, this study will focus on the differences between board games and flashcards to teach speaking skill.

The aim of this study was to investigate whether students who use educational board games achieve better speaking skills than those who use flashcards. Based on the research question above, this research had two hypotheses and two null hypotheses, those are: (Ha) Alternative hypotheses: The students who use educational board games achieve better speaking skills than those who use flashcards. (H0) Null hypotheses: The students who use educational board games achieve do not better speaking skills than those who use flashcards. The research questions of this study was "do students who use educational board games achieve better speaking skills than those who use flashcards?". The problem limitation of this research is focused on students' who use board games achieve better speaking skills than those who use flashcard to junior high school at one of the private middle schools in Tasikmalaya. The material of speaking skills is focused on can and cannot and will and will not.

METHOD

The research employed quasi-experimental design with pre-test and post-test. The design involves two groups experimental and control group. According to Creswell (2009) in this study there were two groups are selected without random assignment. The population of this research was the second grade of at one of the private middle schools in Tasikmalaya. Number of the population was 98 students. In this research, the writer used simple random sampling. The researcher utilized raffle by shuffling out small rolled paper marked by the class's series name. The first paper that appear of the bottle was VIII A as the experimental class in which boards games were used in the learning and teaching process and the second paper that appear of the bottle was VIII B as the control class in which used flashcards in learning and teaching process.

The order of procedure data collection as follow. (1) The researcher conducted pre-test step which provided the picture reached from the material and the students describe it. The pre-test was set before the researcher apply treatment, this test implemented in both the experimental class and the control class. (2) The next step was treatment step. The researcher planned 2 meetings for 2 KD. each KD is carried out in only 1 meeting. Teaching activities using PPP (Presentation, Practice, and Production). The instructional activities of experimental and control class follow 4

groups, for the difference in practice part which is experimental used educational board games and control class used flashcards.

Table 1. Instructional Activities

<p>Presentation (Control and Experiment)</p> <p>a) Students' match the sentence with appropriate the pictures. b) The teacher explains the correct answers. c) The teacher shows an example of short dialogue on a PowerPoint. example A: Can you play badminton? B: (+) Yes, I can. (-) No, I can't</p>	
<p>Practice</p>	
<p>Control (taught with flashcards)</p> <p>a) Students are asked to pair. b) Each student takes a flashcard and asks each other a question Example: Student A: What can he do? Student B: He can swim. Student A: Can you swim? Student B: Yes, I can. Can you swim? Student A: No, I can't swim c) Then they switch roles and repeat the same procedure.</p>	<p>Experiment (taught with educational board games)</p> <p>a) Students are divided into several groups. b) Each student in the group plays board games Students who have played snake and ladder then take a flashcard and ask the friend whose name box was stepped on by him. Example: Student A: What can he do? Student B: He can swim. Student A: Can you swim? Student B: Yes, I can. Can you swim? Student A: No, I can't swim c) Then they switch roles and repeat the same procedure</p>
<p>Production (Control and Experiment)</p> <p>a) Students are asked to come to the front of the class. b) The teacher asks students to show pictures and tell about 2 things they can and cannot do</p>	

The final step was post-test. The post-test given and implemented as a final test afterwards the researcher applied the treatment in the experimental class and control class. It conducts to

check the result of treatment and find out educational board games achieve better to teach speaking than flashcards.

FINDINGS AND DISCUSSION

Analysis of quantitative data whose data was obtained through pretest and posttest was carried out to answer research questions which was to investigate whether students who used board games achieved better speaking skills than those who use flashcards. Pretest was given to the students' speaking skills before learn the material or the treatment, meanwhile the posttest given as a final test following the researcher applied the treatment in the experimental class, but this test implemented in the experimental and the control class.

The data was processed by using SPSS version 22.0 windows and Microsoft Excel 2010. The prerequisite test before analyzing using the independent t test must analyze the normality and homogeneity test first, to find out whether the data is normal and homogeneous or not. The results of the analysis of the normality test, homogeneity test, and the difference in the mean of the pre-test and post-test are described as follows.

Pretest and posttest experiment and control class

Table 2. Pretest experiment and control class

Class	Participants	Min.	Max	Average	Std. Deviation
Experimental class	32	20	55	30,63	11,553
Control class	32	20	45	27,81	7, 925

Table above showed that there was difference between the mean of pretest in experimental class 30.63 and control class 27.81. To determine the statistical test, parametric or non-parametric, the normality test and homogeneity test are carried out first.

a. Normality

The normality test with Kolmogorov-Smirnov is as a determinant of the statistical test that will be used next. With the hypothesis, the data was normal if the significance > 0.05 and not distribute normal if the significance < 0.05 .

Table 2. Table of test of normality pretest

Pretest	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest 1	,218	3	,000	,840	32	,000
experiment class		2				
control class	,201	3	,002	,859	32	,001
		2				

Based on the table 2, the test of normality on pretest in experimental class 0.000 and control class 0.002, the data is not normally distributed, because the value of sig. < 0.05, then the statistical test uses nonparametric which is Mann Whitney test. The result of t-test can be seen with the criteria: H0 is rejected and Ha is approved if the sig. (2 tailed) < 0,05.H0 is approved and Ha is rejected if the sig. (2 tailed) > 0,05.

Table 3. Independent Simple t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval

					d		nce	of the Difference		
								Lo w er	Upp er	
posttest	Equal variances assumed	,838	,363	2,044	62	,045	8,438	4,127	,187	16,688
	Equal variances not assumed			2,044	60,964	,045	8,438	4,127	,185	16,690

Based on the table 3, it obtained the value of sig.(2-tailed) 0.045, it means the value of sig.(2-tailed) lower than 0.05. It can be concluded that the null hypothesis is rejected. It means that the students who use educational board games achieve better speaking skills than those who use flashcards.

The result suggested that the students who use educational board games achieved better speaking skills than those who use flashcards. These results which supported the effectiveness of educational board game on the speaking skills of the EFL learners were in line with findings of previous studies (Virvou & Papadimitriou, 2014; Soewardi & Perdana, 2019; Putri, Setiyadi, and Nabila, 2018; Indari, 2021).

Games could increase students' motivation because games are amusing, interesting and challenging in line with findings of previous studies (Phuong & Nguyen, 2017; Chang & Cogwell, 2008). From class observations, the game made participants emotionally involved where they enjoyed and were enthusiastic about the game following (Taka, 2019). Besides,

the games also could promote their interactions and enhance their achievements (Azzahroh, 2015; Wong, 2021). In this current study, the enhanced motivation of the students may be due to their wish to share a memorable experience, they have played educational board game but not for learning media in English foreign language.

CONCLUSION

This research evaluated the impact of the nondigital media, in particular educational board game, on the speaking assessing among the EFL learners. The result of this study highlighted the significance of using educational board games as nondigital media in this technology era. This study had limitation, some students in experimental class with taught educational board game, they were too busy playing so sometimes they forget to take the flashcards for the practice part of their speaking skills.

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