# EFFECTIVENESS OF WEB GAMES ON COMMUNICATION SKILLS AMONG NINTH STANDARD STUDENTS

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## ABSTRACT

Technology has witnessed impressive evolution in the past few decades. Every field owes its advancement to technology, and this clearly indicates the importance of technology in every aspect of our lives. Hence the investigator was interested in knowing the effectiveness of web games on communication skills. The problem taken for the investigation is on "Effectiveness of web games on communication skills among ninth standard students". The objective of the study is to find out the significant difference between the pre-test and post-test mean scores of the experimental group and controlled group. Findings reveal that there is a significant difference between the post-test mean scores of experimental group and controlled group in developing communication skills through web games. The results of this study illustrate the importance and positive impact of web games in enhancing students' communication skills.

KEY WORDS: Effectiveness, Web games, Communication Skills

## INTRODUCTION

Due to the updated curriculum, digital teaching aids, including games, have come into a focus, both in the competence aims and as part of the students' digital skills. Some Norwegian schools hire specific gaming pedagogues and build gaming rooms for the students (Ministry of Culture, 2019). The use of games in teaching can therefore contribute to socialization, increase engagement, and improve students' digital competence. Through learning foreign language you can develop yourself by shaping your identity (Diana,2012). Moreover, nowadays most of the companies demand the knowledge of English, being proficient in English gives a chance to stand out in the competitive world (Villano, 1996). Learning English also comes quite in handy when travelling to other countries.

Lack of inspiration and motivation, using traditional methods of learning and teaching, being discouraged by their teachers and instructors, and having a fear of not learning English easily are some of the fundamental difficulties in learning to speak English correctly and fluently. Games enable children to develop physically, socially, emotionally, and cognitively as well as being enjoyable and fun, either as a competition or cooperation with clearly defined goals and rules (Read, 2007); and games provide a fun and comfortable environment in which learners are more motivated to take risks in language practice (Wright et al., 2006).This study aims to find out the effectiveness of web games on communication skills among ninth standard students.

## WEB-BASED GAMES

The use of games in an educational context can open new learning opportunities, and that can cause enthusiasm amongst learners. Games are often associated with spare time, creativity, interactivity and collaboration. When games are used in school contexts, they can be tied to the educational framework and basic skills, such as reading, writing, numeracy, and oral skills. A combination of entertainment, excitement, reflection, challenges, and different tasks that need to be completed, makes digital games worthwhile to reach curricular aims in various ways in teaching (Skaug, Staaby & Husøy, 2017). Thus, the pedagogical benefits of using games also have an exciting potential for students who struggle with school motivation and can be more appealing compared to other activities in teaching (Imsen, 2014). According to Mubaslat (2012), games can be used to teach English as it is motivating because they have the combination of amusing and challenging at the same time. The motivation in students develops when they want to be one that completes the task earlier than anyone to win the game (Mubaslat, 2012). Thus they would have healthy competition that would push them to learn English.

## COMMUNICATION SKILLS

Language serves as a bridge that connects people across borders. English, being a widely spoken international language, acts as a powerful tool for communication. As the world becomes more interconnected, proficiency in English becomes increasingly essential. In study of Wang (2010), he listed characteristics of communicative games. Through language games, students are able to get exposure of the real life conversation of English as traditional teaching methods forbid language use. Through language games, learners are given opportunity to interact with others using English in order to get meaning or exchange information (Larsen, 2000; Little wood 1981; Widdowson, 1979). Biloon(2016) cited Chen(2005) which added how learning language skills through language games is related to real life and it helps students to apply these skills outside of the classroom. Thus speaking should be taught using meaningful and purposeful context so students could use it to communicate with other outside of the classroom settings (Littlewood, 1981). Using games is a good way to improve students' various skills, as Wright, Betteridge and Buckby (2006) say, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication".

## NEED AND IMPORTANCE OF THE STUDY

The use of innovative educational games in the classroom can increase enthusiasm and reinforce previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing. (Bailey, 1999) Games increase students' involvement, motivation, and interest in the material and allow the instructor to be creative and original when presenting topics. (Odenweller, 1998) English language proficiency is important for professional development, gaining global education, obtaining international employment prospects, and promoting international communication.

The teaching of English language enables teachers and learners to attain optimum success in language learning. Primarily, the goal of gasification in education is to enhance learning by increasing student engagement. It have been discovered that when students play educational games, they spend more time attempting to learn, which has an impact on learning outcomes. Students are also encouraged to experiment, learn, and explore new concepts and strategies. In the long run, digital games can positively influence students' views toward a learning subject. As a result, even if educational web games can help develop communication skills.

## OBJECTIVES

1. To find out the significant difference between the pre-test and post-test means cores of the experimental group.

2. To find out the significant difference between the pre-test and post-test means cores of the controlled group.

3. To find out the significant difference between the post-test means cores of the experimental group and controlled group.

4. To find out the significant difference between the post-test mean scores of communication skills in experimental group with respect to sex.

5. To find out the significant difference between the post-test mean scores of communication skills in experimental group with respect to their residence.

## HYPOTHESES

1. There is no significant difference between the pre-test and post-test means cores of the experimental group.

2. There is no significant difference between the pre-test and post-test means cores of the        controlled group.

3. There is no significant difference between the post- test means cores of the experimental group and controlled group.

4. There is no significant difference between the post-test means cores of communication skills in experimental group with respect to sex.

5. There is no significant difference between the post-test means cores of communication skills in experimental group with respect to their residence.

## SAMPLING FOR THE STUDY

The sample used for the study was the IX-standard pupils of Higher Secondary School, Trichy district under Tamilnadu State Board. The investigator requested the headmaster and the English language teacher of the school and selected 108students as the sample for the study.

## DEVELOPMENT OF WEB GAMES

For the web-based language teaching, the researcher first selected the content and prepared the lesson plan in the knowledge centre. Here the teacher searches the topic from the web games package and internet. The investigator saved the contents in the folder of teacher's id. The selected content i.e., teaching of tenses was validated by the principal of the school and also by the language teacher. After having interaction with them, some corrections were carried out by the investigator. Finally, simple questions were framed in order to make them understand easily and answer the question in an eligible manner.

First the pre-test was done by entire samples. Next the samples were separated into two groups one is experimental group and the other is controlled group. Web games were taught to the experimental group by the researcher. Here the researcher used some web games from the researcher's id folder to teach tenses in English language subject. Relevant explanations are given to the students. Secondly the ordinary teaching was used to the controlled group students. The researcher used block board for teaching. Finally the post-test was conducted for both experimental and controlled group.

## ANALYSIS OF DATA

**HYPOTHESIS 1:** There is no significant difference between the pre-test and post-test mean score of the experimental group.

## TABLE 1

| Group | N | Mean | SD | "t" value | Significant Level0.05% |
|-------|---|------|-----|-----------|------------------------|
| Pre-Test | 54 | 27.50 | 7.00 | 21.90 | S |
| Post-Test | 54 | 67.14 | 10.50 | | |

The above table shows that the computed 't' value 21.90 is greater than the critical value of 2.68 at 0.05level. Hence, it is significant. Consequently, the null hypothesis is rejected and it can be said that, there is a significant difference between the pre-test and post-test scores of experimental group in developing communication skills at ninth Standard students. It is concluded from the above table that, the Post-test have achieved more than the Pre-test scores of experimental group.

**HYPOTHESIS 2:** There is no significant difference between the pre- test and post-test mean score of the

controlled group.

**TABLE 2**

| Group | N | Mean | SD | "t" value | Significant Level0.05% |
|-------|---|------|-----|-----------|-------------------------|
| Pre-Test | 54 | 24.65 | 7.01 | 10.06 | S |
| Post-Test | 54 | 47.88 | 14.55 | | |

The above table shows that the computed 't' value 10.06 is greater than the critical value of 2.68 at 0.05 level. Hence, it is significant. Consequently, the null hypothesis is rejected and it can be said that, there is a significant difference between the pre-test and post-test of normal teaching in developing communication skills at ninth standard students. It is concluded from the above table that, the Post-test have achieved more than the Pre-test.

**HYPOTHESIS 3:** There is no significant difference between the post-test means cores of the experimental group and controlled group.

**TABLE 3**

| Group | N | Mean | SD | "t" value | Significant Level 0.05% |
|-------|---|------|-----|-----------|--------------------------|
| Experimental | 54 | 66.65 | 12.10 | 7.01 | S |
| Control | 54 | 47.99 | 14.96 | | |

The above table shows that the computed 't' value 7.01 is greater than the critical value of 2.68 at 0.05 level. Hence, it is significant. Consequently, the null hypothesis is rejected and it can be said that, there is a significant difference between the post-test mean scores of experimental group and controlled group in web games teaching in English language. It is concluded from the above table that, the post-test means scores of web games teaching achieved more than the normal teaching.

**HYPOTHESIS 4:** There is no significant difference between the post-test mean scores of communication skills in experimental group with respect to sex.

**TABLE 4**

| Group | N | Mean | SD | "t" value | Significant Level0.05% |
|-------|---|------|-----|-----------|-------------------------|
| Boys | 29 | 69.40 | 9.52 | 2.041 | S |
| Girls | 25 | 64.11 | 10.17 | | |

The above table shows that the computed 't' value 2.041 is higher than the critical value of 2.06 at 0.05 level. Hence, it is significant. Consequently, the null hypothesis is rejected and it can be said that, there is a significant difference between the post-test mean scores of communication skills in experimental group with respect to boys and girls.

**HYPOTHESIS 5:** There is no significant difference between the post-test mean scores of communication skills in experimental group with respect to their residence.

## TABLE 5

| Group | N | Mean | SD | "t" value | Significant Level 0.05% |
|-------|---|------|----|-----------|------------------------|
| Unborn | 30 | 68.05 | 10.95 | 0.60 | S |
| Rural | 24 | 66.08 | 10.04 | | |

The above table shows that the computed 't' value 0.60 is less than the critical value of 2.68 at 0.05 level. Hence, it is not significant. Consequently, the null hypothesis is accepted and it can be said that, there is no significant difference between the post-test mean scores of communication skills in experimental group with respect to their residence.

## FINDINGS

1. There is a significant difference between the pre-test and post-test means cores of the experimental group in the effectiveness of web games.

2. There is a significant difference between the pre-test and post-test mean scores of the controlled group in the effectiveness of web games.

3. There is a significant difference between the post-test mean scores of developing communication skills in experimental group with respect to the controlled group in the effectiveness of web games.

4. There is a significant difference between the post-test mean scores of communication skills in experimental group with respect to boys and girls in the effectiveness of web games.

5. There is no significant difference between the post-test mean scores of communication skills in experimental group with respect to their residence in the effectiveness of web games.

## DISCUSSION

Regarding the hypothesis testing, the investigator found that the web games related to developing communication skills have a better impact on students because they feel that it is easy to learn the language, never feel bored, encouraged, energetic and interactive. It is also helping to increase creativity, competitive spirit, and eagerness to learn, also to become familiar with others' culture. Thus gives chance to use multiple instructional materials while teaching, in order to provide quick understanding.

## CONCLUSION

From the above analysis, a conclusion can be drawn that teaching and learning English by means of language games is effective and efficient in improving students" communicative ability. While in the traditional method of teaching English, students sit still listening to teachers talking about English language and try their best to remember English words and grammatical rules by rote memory, in the communicative language teaching

approach they are actively involved in playing games which in turn can arouse and maintain their interest in learning, promote their motivation of study, and at the same time get lots of opportunities to have their basic skills of listening and speaking practiced. Using games in English teaching very well represents the theme of the communicative language teaching approach-"Communicating to learn" and "learning to communicate". In addition, game playing is an effective means to promote student vocabulary acquisition because it helps students to learn words by acting or recognizing objects in a natural way. Therefore, it can be concluded that playing games is effective in developing communication skills among young learners, despite.

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