

THE IMPLEMENTATION OF BOARD GAME IN IMPROVING STUDENTS' SPEAKING SKILL

Anggi Ananda Putri, Tuntun Sinaga, Muhammad Sukirlan
University of Lampung
anggianandaaa@gmail.com

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan signifikan pada kemampuan siswadalam berbicara teks *recount* antara sebelum dan setelah penerapan *board game*. Penelitian ini adalah penelitian kuantitatif. Sampel penelitian ini adalah 35 siswa tingkat pertama SMAN 7 Bandar Lampung. Test berbicara digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa ada perbedaan kemampuan siswa dalam berbicara teks *recount* setelah penerapan *board game* dengan tingkat signifikansi $p < 0.05$ ($p = 0.00$). Dengan ini dapat disimpulkan bahwa teknik *board game* dapat membantu siswadalam meningkatkan kemampuan merekadalam berbicara.

Abstract. This study was aimed at finding out whether there was a statistically significant difference of students' speaking ability of recount texts before and after the implementation of the board game. This research was a quantitative research. The subjects of this research were 35 students at the first year of SMAN 7 Bandar Lampung. The speaking test was administered as the instrument of this research. The result showed that there was a statistically significant difference of the students' speaking ability after the implementation of board game with the significant level of $p < 0.05$ ($p = 0.00$). This suggests that speaking through board game facilitates the students to improve their speaking ability.

Keywords: *board game, recount text, speaking*

INTRODUCTION

Speaking is one of communication in which a person expresses ideas, exchanges the information and shares her/his feeling with others. As stated by Matthew (1994:45) speaking is a process where people share information, ideas, and feeling. Furthermore, the primary aim of speaking is for communication (Tarigan, 1987:5). From these definitions, it is clear that the students learn to speak in order to be able to communicate or expresses ideas, exchanges the information and shares her or his feeling with others.

According to the curriculum in senior high school, students are expected to develop communicative competence in spoken and written language. The students have to be able both to understand and to create various functional texts in a form of procedure, descriptive, recount, narrative, and report. To achieve that competence, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices.

However, Indonesian students still experience difficulties to speak English. As the researcher conducted the pre-observation in SMAN 7 Bandar Lampung, she found that the students still face many difficulties in speaking English. They had difficulties in expressing ideas and opinions orally

because they were lack of vocabulary, lack of grammar and still had difficulties in pronouncing certain English words.

In the attempt to overcome the students' difficulties in speaking, the researcher tried to make speaking activities more effective for students. By conducting an appropriate and effective to teach speaking, it will help to improve students' speaking skill. Therefore, the researcher chose a game as the media to teach English. According to Ersoz (2000), games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

In this research, the researcher used board game as a kind of media in teaching speaking. A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. For example monopoly, snakes and ladders, and many other board games. Dave Moursund (2007) says that board game has some of the same characteristics. Players deal with set of rules, with money, dice, making decision, and striving to win the game. It is also about taking turn, rules in gaming, and communicating the language with other players. This game also makes students interact each other and communicate the language

without hesitation. Thus, the speaking teaching and learning process should be attractive and done well.

There have been several studies related to teaching language using game. The first research was conducted by Rahmawati (2012). The researcher found that most of students were not interested in teaching process since the teacher only gave monotone technique to teach speaking. The students were too shy to share their ideas through speaking because they were lack of grammatical and be afraid of saying something wrong. In order to solve those problems, she used board game to improve the students' speaking skills. The research findings showed that there were improvements in students' speaking skills after using board games.

The second research was conducted by Lia (2015). She found students' speaking skill generally was relatively low. They got difficulties to communicate because they tended to say some words as how they were written. It was not easy for them to remember how a certain word was pronounced because they got the written form before the pronunciation was introduced. The students also got problem in intonation. So she used board game to solve those problems. The findings showed that there were improvements after being taught using board game.

Therefore, the objectives of this research were to find out whether there is any significant difference of the

students' speaking skill after they are taught using board game.

METHODS

This study was a quantitative research which used a one group pretest-posttest design. This research was conducted at the first grade students of SMAN 7 Bandar Lampung in academic year of 2016/2017. The research took one class as the sample of this research. The class was X IPA 1 consisting of 35 students. The instrument of this research was speaking test used in the pretest and posttest. There were 4 meetings in this research. The first meeting was a pretest in which the students were asked to make a recount text about someone's biography orally. Then, the other two meetings were treatments. In the treatments, the researcher applied board game in teaching speaking. The last meeting, the researcher conducted a posttest in order to measure how far the improvement of students' speaking ability after the treatments. The students' scores of pre-test and posttest were analyzed to know the students' speaking ability before and after having the treatments. The data were scored by using scoring criteria for speaking adapted by Harris (1974:75) in terms of fluency, pronunciation, vocabulary, grammar, and comprehension. After scoring students' works, the data were analyzed by using *t-test* to compare the data of two means score. To ensure the reliability of the scores and to avoid

the subjectivity of the researcher, the researcher used inter-raters reliability.

RESULTS

This research was conducted to find out whether there was a significant difference of the students' speaking skill after they were taught using Board Game. The researcher conducted the research from April 1st, 2017 to April 29th, 2017.

The pretest was administered to measure the students' speaking skill before the treatments. There were 5 aspects of speaking that were tested in this research; they are pronunciation, grammar, vocabulary, fluency, and comprehension. The mean score of the pretest was 51.65; the highest score was 80; the lowest score was 38, and the median was 50.

The posttest was administered to measure the students' speaking skill after the treatments. The procedures of the test were similar to the pretest. The mean score of the pretest was 71.08; the highest score was 94; the lowest score was 40, and the median was 70.

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) showed the mean score of pretest result was 51.65 while in the posttest was 71.58 in which the difference is 19.45 points. It can be seen from the following table.

Table 1. The Difference of Students' Score in Pretest and Posttest

Category	Pretest	Posttest	Gain
Mean	51.65	71.58	19.45

From the table above, it can be seen that the mean score of posttest was higher than the mean of pretest. It indicated that there was a difference in students' speaking skill after being taught using board game. Meanwhile, the second result of the study showed the improvement of all speaking aspects. The summary can be seen from the table below.

Table 2. The Improvement of Five Aspects of the Students' Speaking Skill

No	Aspect of Speaking	Pretest	Posttest	Gain
1	Pronunciation	10.28	13.88	3.6
2	Fluency	9.65	13.6	3.95
3	Grammar	10.57	14.62	4.05
4	Vocabulary	10.68	14.62	3.94
5	Comprehension	10.45	14.28	3.83
Total		51.63	71.08	19.45

From the table above, we can see the gain of each aspect in speaking. The mean of the students' pronunciation in the pretest was 10.28 and the mean score in the posttest was 13.88, so the improvement in the aspect of pronunciation was 3.6. In the aspect of fluency, the mean score in the pretest was 9.65 and the mean score in the posttest was 13.6, so the gain in the aspect of fluency was 3.95. In the aspect of grammar, the mean score in the pretest was 10.57 and the mean score in the posttest was 14.62, so the improvement in the aspect of grammar was 4.05. Then, in the aspect of vocabulary, the mean score in the pretest was 10.68 and the mean score in the posttest was 14.62, so the improvement in the aspect of vocabulary was 3.94. Afterwards, in

the aspect of comprehension, the mean score in the pretest was 10.45 and the mean score in the posttest was 14.28, so the gain in this aspect was 3.83. From the table above, we can see that the total gain from five aspects was 19.45.

DISCUSSION

The results of the research show that teaching speaking using board game significantly improved students' speaking in X IPA 1 of SMAN 7 Bandar Lampung. The students' mean score after being taught using board game improved significantly. The students' mean score of pre-test was 51.63. Meanwhile, their mean score of post-test after being taught by using board game was 71.08, in which students' gain score was 19.45. In accordance with the finding, it could be stated from students' mean score of pretest and posttest that there was improvement on students' speaking skills after being taught by using board game.

In relation to the result of the research findings, it could be seen that using board game was effective in teaching speaking skills. The result of *Repeated Measure T-test* computation showed that t obtain value (14.679) was higher than t critical value (2.032) at the level significance 0.00 (two-tailed) which indicated that the null hypothesis (H_0) was rejected. It meant that there was significant improvement on students' speaking skills after being taught by using board game. Thus, the treatments could run well and gave a

significant effect in improving students' speaking skills.

According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world.

Furthermore, Wright et al (1994) state that game helps and encourages many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Moreover Wright et al state that games can also be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

It is also supported by some previous research findings, the first was a research done by Lia (2015). She found some significant differences before and after using board games. After the implementation of board game, the students became more confident to speak and the student more active to speak. Also, they were

not reluctant to give responses to the teacher's questions and the students spoke more fluently. The students participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiastic to learn through playing board games because the games provided a friendly atmosphere in which the students could learn to use language expressions in a joyful way.

Another finding came from Rahmawati (2012). The research findings showed that there were improvements of students' speaking skills after using board games. She stated that the students participated in the activities and not hesitate and feel shy to speak English. They enthusiastically joined the speaking activities. Also, the students' speaking skills improved in each aspect of speaking, i.e. comprehension, fluency, vocabulary, pronunciation, and grammar.

After being taught using board game, five aspects in speaking skills improved. Pronunciation improved because the students could use the right pitch, intonation, individual sounds, sounds and spelling, and stress. Grammar improved because the students could use the unit and pattern of language in oral form. Vocabulary improved the most because the students could use the right close class such as; conjunction, pronoun, and preposition, and open class such as noun, verb, adjective, and adverb in

the sentence. Fluency improved because the students could express the words quickly and easily so the other speaker can give respond well without difficulty and without using pause. Comprehension improved because the students could understand the teacher's intention and general meaning, also the students could understand what their friends told when their friends told about someone's biography.

Referring to the data above, it proved that teaching speaking using board game was successful in improving the students' recount text in speaking ability. Because board game made students more interested in learning, they were able to learn and play. By playing board game, students were able to share their ideas and provided communication between the players. The students were able to practice their speaking with their friends.

Thus, based on the findings from the previous researches and this research, it can be concluded that using board game is good for English teaching learning. It is effective to use since it can be applied in groups, so the students can express their ideas using English with their friends in fun way.

CONCLUSION

Based on the result of the analysis of the research, it is proven that the students' score of speaking after being taught by using board game is better than before being taught by using

board game. There is a significant difference between the students' speaking skill at the pretest and the posttest after being taught by using board game. Board game is applicable to improve students' speaking skill and its aspects namely; pronunciation, grammar, vocabulary, fluency, and comprehension. It can be proven from the improvement of the students' mean scores in the pretest and the posttest. The result of the posttest is higher than the pretest. The mean score in the pretest was 51.63, and it increased in the posttest up to 71.08. So the researcher concludes that using board game is effective towards students' speaking skill.

SUGGESTIONS

In reference to the conclusion above, the researcher recommends some suggestions as follows:

Suggestions for English Teachers

It would be better for the teachers to use board games because it is effective to improve the students' speaking skills. Besides, it could also be an alternative to overcome students' boredom. Indeed, that students need to have interesting and enjoyable language learning in order to improve the students' motivation in the teaching and learning process.

Suggestions for Further Researcher

- a. It is suggested for other researchers who will conduct the similar research to improve and explore other kinds of

teaching speaking techniques. If they will use board games to improve speaking skills, it is suggested to vary the topics and apply other kinds of texts, i.e. descriptive, narrative, report text etc.

- b. Since the researcher just conducted her research in the first year of senior high school, further research can be conducted on different levels of students at senior high school. It is to investigate whether there is a different result in students' speaking ability taught by using board game in speaking achievement.

REFERENCES

- Chang, S., & Jenny, C. 2008. *Using board games in the language classroom*. TESOL. http://www.rtmtd.org/cms/lib/./57/Using_Board_Games_Handout.doc
- Ersoz, A. 2000. *Six games for the EFL/ESL classroom*. The internet TESL journal, Vol.VI, No. 6, June 2000. <http://www.iteslj.org>.
- Harris, D. 1974. *Testing English as a second language*. New York: Grow HillPress.
- Lia, A,N. 2015. *Improving students' speaking skills through speaking board games of grade VIII of SMP N 13 Yogyakarta*. Unpublished Undergraduate Thesis.

- Matthew, C. 1994. *Speaking solutions*.
New York: Prentice Hall
Regents, Pearson Education.
- Moursund, D. 2007. *Introduction to
using games in education: a
guide for teachers and
parents*. Oregon: University
of Oregon.
- Rahmawati, I, N. 2012. *Improving the
fourth grade students'
speaking skills through board
games at SD Muhammadiyah
Pepe Bantul Yogyakarta*.
Unpublished Undergraduate
Thesis.
- Tarigan, G.H. 1987. *Berbicara
sebagai suatu keterampilan
berbahasa*. Bandung:
Penerbit Aksara.
- Wright, A., David, B., & Michael, B.
1994. *Games for language
learning*. Cambridge:
Cambridge University Press.

