IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH LANGUAGE BOARD GAME AT THE EIGHT GRADE OF SMPIT PERMATA BUNDA

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Abstract

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dari kemampuan berbicara siswa setelah diajarkan dengan menggunakan *Language Board Game* dan *Pair Dialogue*, untuk mengetahui aspek peningkatan berbicara setelah diajarkan dengan menggunakan *Language Board Game* and *Pair Dialogue*, dan untuk mengetahui respon siswa tentang *Language Board Game*. Desain eksperimental digunakan dalam penelitian Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara siswa yang diajar melalui *Language Board Game* dan *Pair Dialogue*. *Gain* di kelas eksperimental adalah15.1334, sedangkan kelas control adalah 10.9375. selain itu kedua teknik tersebut juga mempengaruhi aspek-aspek dalam berbicara khususnya aspek kelancaran. Hasil respon siswa 97,84% memberikan respon positif terhadap *Language Board Game*. Ini dapat disimpulkan bahwa *Language Board Game* efektif untuk meningkatkan kinerja berbicara siswa.

The objectives of the research are to find out whether there is significant difference of students' speaking performance after they got treatment by using Language Board Game and Pair Dialogue, to find out aspects of speaking improve the most in both classes, and to find out the students' response about Language Board Game. An experimental group was used in the research. The result showed that there was significant difference between students who were taught through Language Board Game and Pair Dialogue. The gain in the experimental class was 15.1334, while the control class was 10.9375. Besides that both techniques also affected the aspects of speaking especially in term of fluency aspects. The result of students' response showed that 97.84 % give the positive response toward Language Board Game. It could be concluded that the Language Board Game was effective to improve students speaking performance.

Key words: *Speaking Performance, Language Board Game, Pair Dialogue*

INTRODUCTION

Language is an important tool of communication. It has a big role for people in making good relationship one another. Hariyanto (2017: 46) states that language is one of crucial tools of human beings to communicate one another. He also stated that without language, people will never able to communicate one another. In addition, Sadiku (2015: 29) asserts that the four skills (reading, writing, listening and speaking) are the pinnacles of language which will take you to greater height. Hossain (2015: 1) gave his opinion about the four skills. These are divided into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills consist of speaking and writing which permit learners to perform in communicative aspects such as presentations, written studies and reports among others. Therefore, speaking skill needs to be developed and learnt properly.

According to Torky (2006: 13), speaking is one of the English skills through which learners can communicate each others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Nowadays, being able to speak English is a need for people. Speaking is one of the basic language skills that must be mastered by the students due to its significant and its use for communication. But in fact, in several countries in which English is taught as a foreign language, many students still cannot speak English well. Rahmawati (2017: 1-2) found that students especially junior high school students, grade VII of SMPN 1 Kasihani Bantul, got some problems during teaching and learning process. The problem was the students' desire to speak in English was very low since they preferred to speak in *Bahasa Indonesia* than to speak in English during the teaching and learning process.

The problems above also happen in some SMP students of Sumatera Island, including in Bandar Lampung. In this research, the researcher took one of junior high school in Bandar Lampung. The researcher did the preliminary research in SMPIT Permata Bunda by interviewing the teacher and some students. The result showed that many students still got some problems when they try to speak English. The problems are commonly about speaking habit, confidence, motivation, having lack of vocabularies, speaking interest, and teachers' technique in teaching. In speaking class, the students just use Pairs Dialog to do communication. Not only that, the school also only focuses on the language skills for national exam. This may also giggle when they are embarrassed or when they are unable to understand the lesson.

To enable students to communicate, teaching speaking should be more communicative and interactive to make students be brave to explore ideas through speaking. There are many ways to help students to overcome their difficulties in speaking English. The way that can be done to make the students more active in teaching learning process, especially speaking activities, is through game.

There are many language games that can be used for teaching and learning process. The teachers have to provide any kinds of games that can help the students achieve the goal of language learning. One of the games that can be used is a Language Board Game. The Language Board Game is effective and appropriate to use since it can be applied in group so the students can express their idea using English with their friends in a fun way (Jayanti and Murdibjono, 2012: 2).

Putri (2018: 36) stated that the Language Board Game can improve five aspects of speaking such as, grammar, pronunciation, fluency, vocabulary, and comprehension. Furthermore, Suryani and Rosa (2014: 23) concluded that the Language Board Game is a good media in developing students' speaking skill. They also concluded that it is very useful and applicable to be used in speaking class. Those two previous researchers are emphasized their research at SMP students. Suryani and Rosa used snake and ladder as a teaching technique in teaching their speaking class. Therefore, in this research, the researcher developed and modified Language Board Game by combining such kinds of games, monopoly and snake-ladder. The researcher chooses those both kinds of game are because those have been familiar for some students. The rule of the games has also been known by them. The focus of this research covers the identification of using Language Board Game on students' speaking performance. Ratna Putri, Bustami and Chairina (2016: 147) recommend monoply, snake and ladders, and ludo. They stated that almost all games are the imitations of situations in real life, therefore game is a technique that can create many activities for language learners to speak the target language in fun and enjoyable circumstance.

The recent Language Board Game is rather different with the origin. The recent study can be used for all ages especially for improving the speaking performance. The use of origin is limited to the kid level. It cannot be applied to other level. It also added English race into Language Board Game as the strength of this technique. Hence, this Language Board Game was applied to investigate students' performance in speaking. To achieve the aims, the following research questions form the basis of the study:

1) Is there any significant difference of students' speaking performance after they got treatment by using the Language Board Game and Pair Dialogue?
2) Which aspects of speaking improve the most after being taught by using Language Board Game and Pair Dialogue?
3) How are the students' responses after being taught by using the Language Board Game?

RESEARCH METHOD

In this research, the researcher used experimental design. A true experiment design was used in the research in which there were two groups, the experimental group was taught by using Language Board Game and the control group was taught by using Pair Dialogue. The population of this research is the students of the eight

grades of SMPIT Permata Bunda IBS in the academic year 2018/2019. The population of this research consists of 62 students.

In conducting this research, the researcher needs a technique to collect the data. In this research, the researcher got the data which come from test and questionnaire. The test was done to know the students' speaking performance after they were taught by using Language Board Game and Pair Dialogue, while the questionnaire was used to know the students' responses about the Language Board Game used.

RESULT AND DISCUSSION

In this section, responses to the three research questions are presented and discussed in the key themes arising from the data analysis as follow:

A. Research Questions 1

Generally, Language Board Game did more successfully than Pair Dialogue especially based on the speaking performance. The researcher compared the gain score of each group, experimental and control group, to know the improvement of the students' speaking performance after being taught by using the Language Board Game and Pair Dialogue.

This table showed the explanation about the gain result of the research.

Table 1 The gain score in Experimental and control group.

No	Class	Mean		Gain
		Pre-test	Post-Test	
1	Experimental	49.8666	65.0000	15.1334
2	Control	49.375	60.3125	10.9375

Table 1 indicated the gain score in both groups, experimental and control. The data showed that the gain score in experimental group was 15.1334, while the gain score in control group was 10.9375. It indicated that the use of the techniques, Language Board Game and Pair Dialogue, in both classes could improve the students' speaking performance in experimental and control group. However, the gain of the experimental class was bigger than control class. It means that the Language Board Game was more applicable to use than control class.

B. Research Question 2

Harris (1974:84) states that there are five aspects of speaking concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. In this section, the researcher took these five aspects to be analyzed. The gain of each aspects was analyzed to know which aspects of speaking improved the most after being taught by using Language Board Game and Pair Dialogue. Two tables below could draw the aspects of speaking.

Table 2 Aspects of Speaking in Experimental Group.

ASPECT OF SPEAKING	PRE TEST MEANS	(pretest/max score) x 100%	POST TEST MEANS	(posttest/max score) x 100%	Gain	%
P	80	0,53	92	0,61	12	0,08
G	86	0,57	95	0,63	9	0,06
V	78,5	0,52	109	0,73	30,5	0,20
F	63,5	0,42	101	0,67	37,5	0,25
C	66	0,44	91	0,61	25	0,17
				Total	114	

Table 3 Aspects of Speaking in Experimental Group.

ASPECT OF SPEAKING	PRE TEST MEANS	(pretest/max score) x 100%	POST TEST MEANS	(posttest/max score) x 100%	Gain	%
P	81.5	0.50	90	0.56	8.5	0.06
G	89.5	0.56	104	0.65	14.5	0.09
V	83	0.52	103	0.64	20	0.12
F	70.5	0.44	99	0.62	28.5	0.18
C	70.5	0.44	87	0.50	16.5	0.06
Total					88	

Table 2 represented the increasing of the students' speaking performance which was got treatment by using the Language Board Game for every aspect, while Table 3 represented the increasing of the students' speaking performance which was got treatment by using the Pair Dialogue for every aspect. From the table 2 and 3, it could be seen the improvement of each aspects in both groups after getting treatment. In the aspect of pronunciation, the gain score in experimental group was 12, while the in the control group was 8.5. Then, the gain score for aspect of grammar was 9 in experimental group and 14.5 in the control group. And then, there were 30.5 improvements in experimental group and 20 improvements in control group for aspect of vocabulary. Next, in aspect of fluency, the gain score in experimental group was 37.5 and 28.5 in the control group. Afterwards, the gain score in aspect of comprehension was 25 in experimental group and 16.5 in control group. It means that, the use of Language Board Game and Pair Dialogue could improve all aspects of speaking. However, the fluency improved the most in both group.
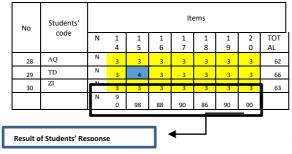
C. Research Question 3

The questionnaire was distributed to the students in the experimental groups who got treatment by using the Language Board Game. There were 20 questions were given to the students with four alternative answers. They are SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). Every alternative answer has their own score from 4 to 1. The highest score, 4, belonged to SA, where the lowest is belonged to SD. Based on the four alternative answers and the twenty questions, the researcher classified the interval score to determine whether the students give good responses or not. Below is the table of the interval score.

Table 4 Interval Score of Students' Response

Interval Score	Descriptions
61 – 80	SA (Strongly Agree)
41 – 60	A (Agree)
21 – 40	D (Disagree)
1 – 20	SD (Strongly Disagree)

First, the researcher analyzed the cata in every question. Look at the example of the questions items on the table below;

Table 5 Students' Response of Language Board Game

No	Students' code	Items								
		N	14	15	16	17	18	19	20	TOTAL
28	AQ	N	3	3	3	3	3	3	3	62
29	TD	N	3	4	3	3	3	3	3	66
30	ZI	N	3	3	3	3	3	3	3	63
		N	90	98	88	90	86	90	90	

Result of Students' Response

The data gathered from close-ended questions, for example students code AQ, TD, and ZI, they had different answer among strongly agree, agree, disagree,a and strongly disagree. Luckily, None of them gave number 1 (SD) for each items. By using Excel program, the researcher counted whether the students gave the positive or negative response with the language board game. The results of the three students above showed total 62, 66, and 63. If the researcher referred to the interval score table above, it indicated that those three students gave positive responses about language board game.

Besides calculating the general response of the questionnaire, the researcher also calculated the students' response of each items given in the questionnaire. The questionnaire contained 20 questions which include students' response about language board game and 5 aspects of speaking scoring. There were 30 students answered the questionnaire. The researcher also calculated and divided into score classification to decide whether the items in the questionnaire got good response or not. Below is the interval score classification of each items.
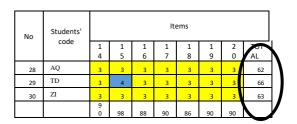
Table 6 Interval Score of Students' Response of each items

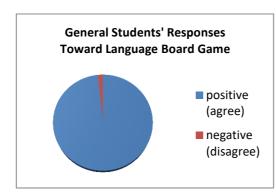| Interval Score	Descriptions
91 – 120	SA (Strongly Agree)
61 – 90	A (Agree)
31 – 60	D (Disagree)
1 – 30	SD (Strongly Disagree)

Look at the result of the students' response of the items of the questionnaire given.

Table 7 Students' Response of Language Board Game

No	Students' code	Items								
		14	15	16	17	18	19	20	TOTAL
28	AQ	3	3	3	3	3	3	3	62
29	TD	3	4	3	3	3	3	3	66
30	ZI	3	3	3	3	3	3	3	63
		90	98	88	90	86	90	90	

From the 20 items given which are answered by 30 students, item number 1, 2, 3, 4, 7, 8, 9, 13, and 15 were belonged to SA (Strongly agree) and item number 5, 6, 8, 10, 11, 12, 16, 17, 18, 19, while 14 and 20 were belonged to A (Agree). It could be taken the summary that the students gave the positive response with all the items of the questionnaire.

After that, the researcher counted the total response points into 2 categories of 'agree' and ' disagree' to look positive and negative perception of the students. The result was shown in the following pie diagram.

Graph 1 Pie Diagram of General Students' Response

General Students' Responses Toward Language Board Game

■ positive (agree)

■ negative (disagree)

In addition, based on the table, the number of the point of 'agree was 98,31 % and the point of 'disagree' was or 1,69% of the total point. Thus, it shows that the students had positive responses toward Language Board Game.

CONCLUSION

Based on the result and the discussion of the research, the researcher draws the following conclusion; (1) there is significant improvement of Students' Speaking Performance in experimental group who got treatment by using Language Board Game and in control group who got treatment by using Pair Dialogue. However, the students' performance which was taught by Language Board Game improved better than those who were taught by Pair Dialogue; (2) the aspects of speaking could be improved by using language Board Game and pair dialogue. They have similarity in improving the fluency aspect and the distinction are in the certain aspects; (3) the students gave the positive response toward Language Board Game.

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