

INCREASING STUDENTS' SPEAKING ABILITY THROUGH BOARD GAME AT SECOND GRADE OF SMPN 22 BANDARLAMPUNG

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada i) peningkatan yang signifikan secara statistik dari prestasi berbicara siswa setelah diajar melalui permainan papan, ii) aspek berbicara apakah yang meningkat setelah diajar melalui permainan papan. Penelitian ini dilakukan di SMPN 22 Bandarlampung pada tahun akademik 2018/2019. Sampel penelitian ini adalah 20 siswa di kelas VIII B. Instrument yang digunakan untuk mendapatkan data dalam penelitian ini adalah tes berbicara yang dinilai oleh dua orang penilai. Pre-tes dan pos-tes dilakukan untuk mengumpulkan data sebelum dan sesudah implementasi permainan papan. Paired Sample T-Test digunakan untuk menganalisis data dan pengujian hipotesis dihitung menggunakan SPSS versi 16 pada tingkat signifikansi $p < 0.05$. Hasilnya menunjukkan bahwa ada peningkatan prestasi berbicara siswa yang signifikan secara statistik. Ini menunjukkan bahwa mengajar berbicara melalui permainan papan mendorong siswa untuk berbicara bahasa Inggris dengan cara yang lebih menyenangkan.

This study was aimed to find out whether there i) was a statistically significant increase of students' speaking achievement after the students were taught through board games, ii) what aspects of speaking improved the most after the students were taught through board games. This research was conducted in SMPN 22 Bandarlampung in the academic year of 2018/2019. The subjects of this research were 20 students in class VIII B. The instrument used to get the data in this research was speaking test scored by two raters. Speaking tests in the forms of pre-test and post-test were employed to collect the data before and after implementation the board game. Paired Sample T-Test was used to analyze the data, and the hypothesis testing was computed using SPSS version 16 at the significance level of $p < 0.05$. The result showed that there was a statistically significant increase of the students' speaking achievement. This suggests that teaching speaking through board game encourages the students to speak English in more enjoyable way.

Keywords: *Increasing, Speaking, Board Games.*

INTRODUCTION

Speaking is one of the language skills that should be taught by English teacher at junior high school, because it is one of the integrated skills of English learning. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus it is very important for the students to have a good speaking ability because speaking is a productive skill which involves using speech to express meaning to other people (Spratt, 2005: 34). In addition, speaking is an important skill of English language in conducting communication, students should learn it well and the teacher should find suitable technique and media to draw students' interest to create cheerful atmosphere in learning speaking. English teacher has to be a facilitator to help students in order to master all skills. Teacher should try to give good model. Then, encourage them to practice the language. English teacher can use media and other source in teaching activity. Teacher can use media to teach or explain difficult material to understand, or to provide cheerful activity and encourage them to speak up their ideas.

To encourage students to speak up their ideas, fun atmosphere must be created. A fun classroom experience, in which they are actively involved, resulted in students to feel happy, excited, and energetic (Kurniawan, 2013). One way to create a fun classroom is through the game. Chen and I-Jung (2005) state that game offers students fun-filled and relaxing learning atmosphere. It can not be denied that fun and relaxing atmosphere play an important role in teaching learning process. It allows the students to have opportunity to work on teams by helping and collaborating with each other. Games also help the teachers to create context in which the language is useful and meaningful. There are many kinds of game that can be used in teaching learning process; one of them is board games.

Board game is any of many games of strategy or chance played on a specially designed board; often involves two or more opponents moving pieces and using dice or cards. Board game as a method of intertwinement can build up the students' motivation and reinforce any language skills as speaking and listening. The students play board game in the classroom only for language learning and help them to increase their speaking skill which they can apply it outside the classroom. It can stimulate students' interest in learning speaking as well as encourage them to speak up their idea. In addition, Lee (2012) argues that if board games are aligned with the national curriculum and matched with specific learning objectives, implementing board games can be effective and meaningful teaching tool when players learn and generate chunks of language from the games.

It is supported by the previous study conducted by Rahmawati (2015). She develop a board game for speaking learning of elementary school. In line with Nirmawati (2015) she implemented board game to teach speaking at VIII grade of junior high school 13 Yogyakarta. Both of those findings showed that students were interested in playing board games. Those studies state that board game can improve students' speaking achievement.

However, those studies have not discussed yet which aspect of speaking gets the highest improvement also the reason behind it. Consequently, we still have an incomplete picture of how different board game affects each aspect of speaking. So, in this research, the researcher used quantitative research to find out which aspects of speaking that improved the most after being taught through board game. Therefore, the findings of this research is expected to give some contributions to language teaching.

METHOD

This study was a quantitative research which used one group pretest-posttest design. It was applied to see the improvement after the implementation of board game. This research was conducted at the second grade of SMPN 22 Bandar Lampung in the academic year 2018/2019. The class chosen as the sample by using lottery method was class VIII B which consisted of 20 students. The instrument of this research was a speaking test. The test was administered before the treatment (pretest) and after treatment (posttest). In achieving the reliability of the pretest and posttest of speaking, inter-rater reliability was used in this study to make sure the test is reliable. The first rater was the researcher and the second rater was the English teacher. The validities of pretest and posttest used in this research were construct and content validity. Moreover, the materials tested in speaking were suitable with the curriculum to fulfil the content validity of the test. The pretest was administered before the treatment given in order to know the students' speaking ability before being taught using board game. The test was in form of monologue. It was held in 80 minutes. After that, the treatments were administered three times with board game as the media. Each treatment was held in 80 minutes. Then, the posttest was conducted to measure the achievement gained by the students after implementing board game. Both the students' pretest and posttest were recorded by the handphone. Moreover, the pretest and posttest data were analyzed using Paired Sample T-Test to find out the significance of improvement of speaking achievement and One Way Anova to see which aspect has the highest improvement. The data were analyzed by using SPSS version 16.

RESULT AND DISCUSSIONS

Result

The result from the calculation by using Paired Sample T-Test shows the mean scores of pretest and posttest improved from 55.7 to 69.4. The improvement in each aspect can be seen in the following table.

Table 1. The result of the pretest and posttest

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		55.7000	69.4000
Minimum		44.00	62.00
Maximum		64.00	84.00

Table 1 shows that the students' speaking achievement improved after the treatments. It can be seen from the mean of the test is higher than the pretest. The minimum score of the pretest is 44.00, while the maximum score is 64.00. On the other hand, the students got 55.7 for the mean of the pretest. In the posttest, the students got 62.00 for the minimum score and 84.00 for the maximum score. Moreover, the mean of the posttest is 69.4. In addition, the table containing improvement of each aspects is provided in order to see the mean difference after the treatment. Furthermore, the data had been tested using Paired Sample T-test to answer the first research question. The result is displayed in the table below:

Table 2. The Significant Improvement between the Pretest and the Posttest Score

	Paired Differences					t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	1.4500 0E1	4.24884	.95007	12.51148	16.48852	15.262	19	.000

According to the table above, it could be stated that there was an increase of the students' speaking achievement after the treatments. It could be proved by seeing the increase of the students' speaking achievement from pretest to posttest that was 1.45000. In other words, it could be stated that the use of board game in teaching speaking could give significant improvement to the students' achievement by seeing the table which shows 0.000. It is less than 0.05 which means the improvement was significant. After that the data had been calculated again to find out which aspect has the highest improvement and simultaneously answering the research question number two. The result of calculation was showed in the table below.

Table 3. Mean Difference of Speaking Aspects before and after the Treatments.

Aspects of Speaking	Students' Average Score		The Highest Possible Maximum Score (Ms)	Mean Difference (PoS - PrS)
	Mean of Pretest (PrS)	Mean of Posttest (PoS)		
Pronunciation	10.9	11.6	20	0.7
Vocabulary	8.8	9.8	20	1
Fluency	11.1	16.4	20	5.3
Comprehension	14.5	17.3	20	2.8
Grammar	10.4	14.3	20	3.9
Total Score	55.7	69.4		13.7

Based on the table above, the students' mean score pretest is 55.7 and it considered as low. Meanwhile, in the posttest the students' mean score is increased up to 69.4. It proves that there is a difference in the students' speaking achievement after the implementation of board game as media. Moreover, the table also answer the research question number two. As can be seen the aspect which improves the most is fluency with 5.3 points of the improvement. The distribution scores of speaking aspects tested in the pretest and posttest are expounded in the following table:

Table 4. One Way Anova

ANOVA

Result

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	229.040	4	57.260	16.656	.000
Within Groups	326.600	95	3.438		
Total	555.640	99			

Moreover, the result of One Way Anova states that the significant level is 0.000 and it is lower than 0.05. ($0.00 < 0.05$). Overall, it can be determined that there is one aspect of the speaking which improved the most after being taught by using board game. In the final analysis, it is found that the aspect which improved the most was fluency.

Discussions

As mentioned in the introduction, the purpose of this research is to increase students' speaking ability through board game and find out the aspect of speaking with the highest improvement. The research findings showed that the implementation of board game in teaching speaking could improve students' speaking ability. It can be seen from the comparison of the mean scores of pretest and posttest in which the difference is 13.7 (from 55.7 to 69.4). This study also analyzed the improvement of each aspect of speaking. The gain was obtained in each aspect, they were: pronunciation (0.7), vocabulary (1.0), fluency (5.3), comprehension (2.8), grammar (3.9). The data of the research revealed that the aspect which improved the most was fluency.

Board games as a media 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 based on Chang and Cogswell (2008). It is in line with Lee (2012) states that if board games are aligned with the national curriculum and matched with specific learning objectives, implementing board games can be effective and meaningful teaching tool when players learn and generate chunks of language from the games.

At the first meeting, most of the students were enthusiastic in playing board game. It indicates that the materials and the activities in the board game were able to encourage the students to participate in teaching learning process. While playing the game, they actively spoke about changing the sentences in the board game to past form and listening to their friends while they were constructing the sentences. After playing the board game, the researcher checked the students' comprehending about the topics they had played by asking to present in a group what they got from the game. Most of the students could present it well. The students were actively involved in the teaching learning process. This media can improve the students' motivation in learning English. The students can be more happy and relax and it can reduce their anxiety to speak English.

Furthermore, by grouping the students while playing board game, they can learn grammar better. Through board games, the students were encouraged to actively participate in the activities and learn about grammar by providing the form of basic sentence in each square. Instead of just listening to the teacher's explaining grammar rules during the class lesson, the students did most of the talking while completing the task and interacting with others in group.

It is in line with Celce – Murcia (2001) states that speaking is a complex skill, which should be taught everywhere and it is a skill that learners learn better in group.

The researcher conducted pretest and posttest to get improvement of students' speaking achievement. The students were asked to change their sentences into past form as recount text used as the material in this research. From the result of pretest and posttest, the gain obtained in pronunciation aspect is 0.7 points from 10.9 to 11.6. This happened because the students hard to spoke the words in correct way. The gain obtained in vocabulary aspect is 1.0 points from 8.8 to 9.8. In playing board game, the students are forced to make a sentence based on the words written in board game and say it in front of their friends in group. It is in line with Thornbury (2002) said that vocabulary learning can be incidental, through indirect exposure of words or intentionally through explicit instruction in specific words and word learning strategy. The gain obtained in fluency is 5.3 points from 11.1 to 16.4. It occurred because the students heard their friends speaking and they had to speak up during the game. This led to the improvement of fluency stated by Nation (1989) for many students desiring to improve their English fluency, repetition is the key to success. The gain obtained comprehension aspect is 2.8 points from 14.5 to 17.3. In playing board game, the students should pay attention to what they said to finish the game. As Wallace (1978) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. The gain obtained in grammar aspect is 3.9 points from 10.4 to 14.3. The gain happened because board game had provided the form of the basic sentence. It teased the students especially with low ability to construct the sentence in the past form.

Based on the result of each aspects, board game did improvement in students speaking ability. However, this findings was in line with Hidayati (2015) on her research proved that the students' writing ability could be achieved by using board game technique. Then, by using board game technique, the students finally realized that speaking is not difficult. Therefore, it can be concluded that board game can improve students' speaking ability

In the end, according to the result of pretest and posttest, it is found that fluency is the aspects with the highest improvement. In line with Zaremba (2006) said that by listening to the same words or material again, and again, the students will be able to speak with confident and without having to concentrate so hard on that they want to say.

In contrast with fluency as the aspect with the highest improvement, pronunciation was remained the hardest aspect to learn by the students. Because pronunciation should be remembered well and it takes time to get used to pronounce words for the students correctly. However, the students hard to remember how to pronounce the words that they just learn in playing board games.

The limited time and less of practice during teaching and learning in class was the factors that made the students low in pronunciation. It was because the teacher just gave the example to pronounce the words one time, so when they were asked to use the words in their sentences, they would get difficulties to remember and pronounce it correctly.

According to Nunan (1995) speaking is a productive skills and the success is measured by the achievement of carry out a conversation in language. Therefore, the researcher must catch up all the materials within one month. It can be said that the lowest point improvement of pronunciation is due to the limitation of time.

In the final analysis, by the improvement of the result of the post-test, it can be concluded that the students' achievement in speaking improved after being taught using board game. By using board game, the students are excited to share and express their ideas in front of the class or their friends.

CONCLUSION AND SUGGESTIONS

Conclusion

Referring to the discussion of the research findings, these following conclusion are cited. First, there is significant improvement of students' speaking achievement after being taught by using board game. It can be seen from the p- value is $.000 < 0.05$. It means that H1 is accepted. It can also be seen from the post test score after the treatment. The mean score of pretest is 55.7 and the mean score of the posttest is 69.4. In other words, the students' speaking achievement is improved. In addition, the use of board game could also improve the students' achievement in five aspects of speaking namely, pronunciation, vocabulary, fluency, comprehension, and grammar by seeing the analysis of the students' works in posttest in each aspect.

Second, the use of board game in teaching speaking could find out the aspect of speaking that improve the most. Based on seeing the analysis of students' works in pretest and posttest on each aspect of speaking, it could be found that fluency was the aspect that improved the most than the others. In contrast, pronunciation was the least aspect that improved.

Suggestions

Considering the conclusions of teaching speaking by using board games, some recommendations are intended to the teachers and further researchers. Since pronunciation got the lowest point of improvement among the other aspects, therefore the teacher can use other media to help the students to accelerate their speaking pronunciation in limited time by providing cassette or video with the voice of native speaker so that the students can imitate it.

Moreover, in this study, recount test was employed as the other media to measure the improvement of students' speaking achievement after the implementation of board game. Further researcher can try to apply the using of board game with another kind of text, descriptive text, procedure text or analytical exposition.

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