Board Game in Speaking Skill

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Abstract

This quantitative study is about Board Game to develop students’ speaking skill on expressing their ideas on descriptive text specifically on describing people. The speaking tests were used as the instrument, which are divided into pretest and post-test. A number of 25 students of SMPN 11 Banda Aceh participated in this study that chosen randomly from eight grader. The scores were tabulated statistically by using t-test. The result showed the hypothesis testing of the students’ pronunciation performance is significantly improved (19.7 t-count > 1.71 t-table). It was found that this technique improved students’ speaking skill in the target language and their accuracy. It also could give positive reinforcement on fluency vocabulary and accuracy while learning within this technique. The finding suggested to use Board Game as a technique in improving speaking skill. The study has demonstrated that the treatment activities have improved the students’ interest to speak the target language.

Keywords: Board game, speaking skill, fun game

1. INTRODUCTION

Speaking skill has been considered to require a lot of creativity than the other skills for language learners (Bailey & Savage, 1994) Therefore, the aim of teaching language process today is mostly oriented on the students’ ability to speak and expose their target language as much as possible. In addition, speakers could not edit or adjust what they had said to their interlocutor (Bailey, 2015). According to Nunan (2004, p.225), the ability to perform in another language is generally portrayed the terms of being able to speak that language. From those views, it can be summarized that the learners are likely to succeed in learning a foreign language if they have the ability to perform that language properly.
There are two problems that students may face in trying to speak in English, the first is the students do not speak fluently in English because they are lack of vocabulary. It is related with those problems in learning speaking skill, Liu & Jackson (2008) claim lack of vocabulary as the main obstacle that EFL learners attain in spoken communication. This obstacle also becomes the major reason why the learners could not express themselves clearly and appropriately into the target language. Second, the students have some psychological factors that hinder students in speaking skill (Juhana, 2012, p.101). There are some psychological factor that hinder students from practicing their speaking, those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends (Juhana, 2012).

The researcher focuses on the problem of lacking vocabulary by applying the current available technique or method in improving speaking skill. In this research, the researcher considers using Board Game can provide appropriate result in terms of enhancing students’ speaking skill. The type of game were used and applied in this research which is Board Game. This type of games mainly involves moving markers along a path (Lewis & Bedson 2008) Monopoly, Snake and Ladders, and Ludo are the examples of popular board games. Almost all board 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.

Several studies showed Board Game can improve speaking skill by Aarts (2011) also found that the game was being fine-tuned to increase the playability and the the replay value. The Board Game is both enjoyable and educational at the same time. In addition Chen (2002) said that the students found their ways to express themselves in the speaking activities. They went all out with their English in the game that used as a technique in the research to improve the students’ speaking skills. In other words, games encourage students to speak English. From those considerations, teachers need to pay attention to find the right technique and to use proper materials in teaching speaking. The research problem of this study is formulated as follow: How does Board Game improve students’ speaking skill?

2. LITERATURE REVIEW
2.1 Speaking

As one of productive skill in language learning, speaking has an important role in aim to measure learners’ ability in studying language. Bailey (2015, p.48) conveys that speaking is a productive skill consists of systematic verbal utterances to express meaning. Gani et al. (2016) define speaking skill as a conversational competence which is described a complex set of abilities that involves many components, including pronunciation, listening, and grammatical skill.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols (Fata et al. 2016). According to Nunan (2004, p. 3), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is also a crucial part of second language learning and teaching. Because of that, today’s world requires that the goal of teaching speaking should improve students’ communicative skills because students could express themselves and learn how to use a language.
2.2 Board Game

Board game have been used to teach children basic fact and information about the world in which they live (Fata et al., 2016). Board Game as a form of play governed by rules where the students should not only be enjoyable and fun, but it also as a technique for language learner to use the language in course.

Board game can be used in language classrooms to teach the learners to speak. One of the main goals of language teaching is to equip the students with the ability to communicate in the target language. According to Nunan (2004), using Board Game 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.

Using Board Game in language learning gives a lot of benefits. One of them is that Board Game are flexible. Nunan (2004) state that Board Game are adaptable asset in the classroom because Board Game can be used as intended for native speakers, adapted to teach specific language forms and functions, adapted for various ESL/EFL contexts, age groups, proficiency levels, and content and adapted as communicative in the classroom. The games can also be adapted as a concept for making their own educational board game. When using Board Game, it is important that lessons that implement Board Game should be composed of warm-up activities, formal instruction, tasks, and wrap-up/reflection activities that integrate all language skills to provide learners with a holistic language learning experience (Gani et al. 2015).

In Board Game, there are some tools needed by the players. In any case of games, there should be counters, dice, game board and for some Board Game it also need to afford some cards (Fata et al., 2016). The counters or playing pieces are used as markers to be put on the spaces on the board. The pieces can be stones, seeds, buttons, plastic counters or carved wood. The dice is usually a small six-sided cube with one to six dots on its sides. The game board is a place where the players move the counters. Lewis and Bedson (2008, p.10) propose three kinds of tracks on Board Game, standard snake tracks, never ending track and multi-route track. In this research, the standard snake track is the style of the game board.

Recent study showed that language games not only could lead the learners to use language in communicative ways. There are many benefits provided by Board Game in classroom teaching process. Fata (2016) stated that there are many advantages of using board game in the classroom, board game is motivating and challenging. It helps students to make and sustain the effort of learning. Speaking skill board game bring real world context into the classroom, and increase students’ use of English in a flexible, meaningful and communicative way. Board games usually involve friendly competition and they keep students interested in learning the language.

The teachers begin to explain the materials, the teachers use Board Game in order to make the students have more interests, attention and understand about the material. There are five steps that can be applied when the teacher use Board Game: (1) take pictures in front of the class (2) try to attract the students’ understanding about Board Game (3) the teachers begin to explain what does the Board Game talk about; (4) in order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before and, (5) after the teachers feel that all the students have understood of the material, the teacher continue to another topic.
3. METHODS

This is quantitative research which applied pre-experimental design with one group pre-test and post-test design. Pre-test was given to the students before the treatment. The post-test was given to the students after the treatment to find out the students’ enhancement.

The design means that the teacher gave them pre-test before using Board Game then gave them post-test after teaching two times using Board Game. The population of this research was all first grade students at SMP Negeri 11 Banda Aceh. In addition, for the research sample, the researcher used simple random sampling. The procedures of selecting the sample are as follows. First, the researcher wrote all the names of the classes on a piece of paper and put them into a box. Next, one paper was picked randomly.

The researcher gave two kinds of test namely pre-test and post-test. It was in the form of speaking performance with a topic about person. Answering question that describe about themselves was one of activity in learning speaking English. In this activity, students must answer some question about personal and they have to speak as much as possible. Finally, the researcher used t-test to find out the significant difference between pre-test and post-test.

4. FINDING AND DISCUSSION

4.1 Finding

The result of analyzing data about the score of experimental group in pre-test is illustrated by the figure below:

![Figure 1. Pre-test Result.](image-url)

It reveals the score before the treatment was given. The researcher took the data from twenty-seven students and the score range from 20 to 79. It can be seen that the highest score is 70-79 which was only achieved by one student, while the lowest score is 20-29 which was achieved by nine students.

Most of the students achieved 30-39, there were 6 students who got that score. Furthermore, 5 students achieved 40-49, 3 students achieved 50-59 and one students achieved 60-69. Therefore, based on the explanation above, it can be concluded that the average pre-test score is 38.1 and compared to the minimum completion criteria (KKM) which is 70, it means that only one student who passed the minimum completion criteria (KKM) and most of the students’ speaking skill was very poor and still far from curriculum’s expectation. After the treatment, the researcher gave the students post-test. The figure below illustrates about the score of experimental group in post-test.
It is illustrated that the student’s post-test score after the treatment was implemented. It is showed that the students’ pre-test score. The researcher took the data from twenty-seven students and the score range from 52-59 to 100. From the figure, it can be seen that the highest score after the treatment was 100 achieved by one student. Furthermore, the lowest of the post-test is 52-59 achieved by three students. Most of students got 76-83 and 84-92 which achieved by ten students. The average score of post-test is 77.1. The mean of pre-test score and post-test score are from 25 students. The pre-test result was 38.1 and the post-test result was 77.1. It can be concluded that the score of the post-test is higher than the score of pre-test.

After getting the result of t-test, the researcher referred on the t-score measurement table to find out whether the hypothesis is accepted or not. Based on the calculation above, the t-score of post-test obtained from the study is 19.7 while the t-table is 1.71. Therefore, it can be concluded that the alternative hypothesis \( H_1 \) for this study is accepted while the null hypothesis \( H_0 \) is rejected \( (19.7 > 1.71) \). In other words, using Board Game is improving students’ speaking skill.

### 4.2 Discussion

The findings show that using Board Game can improve speaking skill for the students. The researcher assumes that Board Game can improve the Speaking components (vocabulary, fluency, grammar and pronunciation). In this study, by applying a game, which fit the objectives, it showed that there are some improvements made by the students in their ability of pronunciation and its components. This conclusion is shown from pretest and posttest taken before and after the treatment in experimental class, the mean score of each speaking components from posttest was higher than in pretest. Consequently, the researcher considers Board Game can be a helpful technique for enhancing students’ speaking skill. Based on the elaborations above, it can be concluded that Board Game can improve students’ speaking skill and at the same time can work effectively on the elements of oral production.

### 5. CONCLUSION AND SUGGESTION

This study indicates that teaching technique that is based on Board Game can facilitate the learners to learn the target language. From the description of treatment process, it can be assumed that students in experimental class can be participated the treatment process actively, and they were able to expose the target
language orally as the researcher wish. The t-score of posttest between two
groups obtained from the study is 19.7 while the t-table is 1.71. Indeed, t-test of
post-test is higher than t-table. Obviously, the result of this study was significant
and the alternative hypothesis was accepted.
To improve students’ ability in speaking skill, students need to be active,
courageous, and confident in learning process. Students need to be fully motivated
in learning if they want to improve their speaking skill because productive skill
such speaking requires students to expose their target language ability as much as
possible. Here, Board Game can be one out of techniques, which is appropriate to
enhance students’ motivation and expose their language. In Addition, Board Game is
just one among many techniques that can be implemented by the teacher to teach
speaking especially to improve speaking skill. Teachers while teaching may use
games, pictures and mimes to help learning process along.

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