

Increasing Speaking Ability through Board Game For Junior High Student

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan berbicara bahasa Inggris siswa melalui penggunaan papan permainan (*Board Game*) pada siswa SMP. Penggunaan metode *test simple past tense*, diharapkan mampu untuk memperbaiki kemampuan berbicara siswa dalam menggunakan bahasa Inggris. Pengumpulan data menggunakan penelitian tindakan kelas dari Kemmis and Taggart, yang terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Penelitian dilakukan terhadap 36 murid SMP kelas 7, dimana kelas yang diambil sebagai sampel adalah kelas yang di dalamnya siswa-siswanya masih kurang kemampuan berbicara dalam bahasa Inggris. Berdasarkan hasil penelitian, model penggunaan *Board Game* terbukti meningkatkan kemampuan berbicara siswa karena melibatkan siswa dalam pembelajaran kooperatif, sehingga siswa lebih bersemangat dan antusias untuk mengikuti pelajaran kelas. ini terbukti dari nilai kemampuan berbicara siswa pada *preliminary cycle* I adalah 5,83 yang meningkat menjadi 7,58 pada siklus II, dan meningkat lagi menjadi 7,88 pada siklus III.

Kata kunci: *Berbicara, board game*

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I. INTRODUCTION

A. Research Background

Language is a means of communication. Hence English teachers must be able to teach students how to communicate in English. The materials, the methods, the techniques, the activities of the learning must be able to encourage and support the students to use English as a means of communication. CLT (Communicative Language Teaching) approach provides various communicative activities in English language teaching, such as reading aloud the dialogues/monologues from a written transcript, reciting texts, or doing some written exercises.

English in the formal school is not adequate to achieve a higher level of English mastery. In formal education, listening and speaking as the important of language skills get less proportion in the English teaching and learning. The teachers too often teach reading and writing. In addition, the English examination in formal education gives too much proportion in reading-writing test. Consequently the students assume that listening and speaking are not very important to study. They should be taught in any language learning to make the learners able to use the language as target to communicate. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

Based on the things mentioned above, the researcher tried to make speaking activities more effective for students in learning English with used speaking board games as

techniques in teaching speaking, to improve the students speaking skills in English.

B. Problem Formulation

Based on the above identification, the problem formulation in this study is: How can speaking skills of junior high students be improved through speaking board games?

C. Research Methods

1. Research Design

In this research, which examines the process and product. The present research categorized into a classroom action research.

The approach used in the classroom action research can be qualitative or quantitative, descriptive or experimental. Because this study is an action research, than this study focuses on practical, not statistical significance and present raw data.

The procedure of the classroom action research consists of cycles. The cycle is administrated based on the progress being achieved.

The students were given diagnostic test functioning as initial evaluation, which be conducted in order to determine appropriate action in increasing English. Form evaluation and the observation, it is determine in the reflection that to increase students English pronunciation in reading aloud focusing on the narrative text.

In classroom action research design, there are four components that will be done, there are planning, action, observing and reflecting united the second and third component, those are acting and observing.

1. Collection data technique

a. Observation

The target of observation is

process and the outcome or impact of the planned learning as a remedial action. Observed processes and impacts are interpreted, then used to rearrange improvement measures. Observation do made of 360 students from classes VII.

b. Interview

Interviews were conducted with teachers who were partners in the study. Data obtained from this interview is an entry point in determining the action on the research cycle to be implemented.

2. Technique of data collection

The kinds of data that use in classroom action research are quantitative data. In this case, the researches use only the result of the increasing students' speaking ability through board game. In this study, the instruments used were:

a. First evaluation test, was done to know the students' basic ability in understanding the definition and the characteristics of narrative text.

b. The final test, was given in the form of a jumbled sentences game which was arranged using certain rules. Maximum score was 100 and minimum score was zero if there was no correct answer. It was done by all students in which they were divided into six groups.

c. Observation paper, was an observation device that consisted of names of subjects and factors that were observed. In this study, it was used to obtain the data of the learning process.

3. Data Analysis

After the data are collected, the data are classified again to identification. The result of identification of the data is to classified based on students ability in speaking. To analysis the data

through the interview method and observation is that using descriptive methods, In this case, the writer used the observation, interview and speech test as the technique to analysis the data.

II. LITERATURE REVIEW

A. Speaking

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. Speaking is a productive skills that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test takers listening skill, which necessarily compromises the reliability and validity of an oral production test.

Speaking involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. Speaking is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

To make speaking activities more effective for students in learning English, the reseacher use speaking board games as techniques teaching speaking. As with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objectives, and criteria. Those objectives may be classified in terms of several types of speaking. In monologues, when one speaker uses spoken

language for any length of time, the hearer must process long stretches of speech without interruption.

Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). Therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines.

In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

A list of the listening micro and macro skills enumerated the various components of listening that make up criteria for assessment. A similar list of speaking skills can be drawn up for the same purpose. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speakers focus on the large elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Brewster (2005), speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to

have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy. Improving speaking skills is not easy for students.

B. Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, with try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observed the social and cultural rules that apply in each communication situation.

According to Harmer, it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened.

Therefore, the rules of the teacher and the techniques the teacher used are essential. They have an important role in process of teach englishsuceded, with use various approaches and then select an appropriate approach for their classes. It is necessary to connect teachers experience during the teaching and learning process with the theory of teaching derived from research so that it will help the teachers to comprehend when to use a certain techniques, with whom will work, how to adapt it for the students, and how to judge its

effectiveness.

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is necessary to recognize the different functions speaking performs in daily communication and the different purposes for which the students need speaking skills. Brown suggests some types of classroom speaking performance as follows:

- a. Imitative
- b. Intensive
- c. Responsive
- d. Transactional (dialogue)
- e. Interpersonal (dialogue)
- f. Extensive (monologue)

Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Harmer explains a number of classroom speaking activities as follows:

- a. Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by themselves. Sometimes it can be followed by filming the result.

- b. Playing communication games

This type of activity makes use of games which are designed to provoke communication between students. It frequently

depends on an information gap, so that one student has to talk to the partner in order to do the required tasks.

- c. Discussions

This activity need to be encouraged by the teacher in order to dare productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

- d. Prepared talk

This activity allows a student make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation.

- e. Questionnaires

This type of activity allows the students to design questionnaires of any appropriate topic. The result obtained from questionnaire can from the basic of written work, discussions or prepared talk.

- f. Simulation and role play

This type of activities can be used to encourage the general oral fluency or to train student for spesific situations by simulating a real-life world.

During speaking activities, the teachers need to play a number of different roles.

Many factors that influence raters (teachers) impression on how well someone can speak a language. Brown suggests assessment tasks for interactive speaking (interpersonal and transactional):

- a. Interview
- b. Role Play

As an assessment device, role play opens some windows of

opportunity for test takers to use discourse that might otherwise be difficult to elicit.

c. Discussion and Conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score.

d. Games

Among informal assessment devices are a variety of games that directly involve language production.

Most students expect their teachers to give feedback on their performance. Interlingual transfer means the interference of the first language or native language. Intralingual transfer occurs when learners have already acquired the system of the target language and then make overgeneralization on it.

Furthermore, Harmer says that when students do fluency work, it demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication break down during a fluency activity'. Second, the teacher can give correction after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

C. Board Game

The games could be presented

at different stages of the class.

At the appropriate moment, teachers should decide carefully when and what kind of games students are going to perform by analyzing different factors such as the aim of the game, the students level of English, and students ages, among others. These activities help teachers to create a better teaching-learning process.

Games help and encourage 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 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.

Games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher's own belief in the usefulness and appropriateness of a game affects the learners' responses.

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 (encouraging, criticizing, agreeing, explaining).

Games are motivating and challenging. Learning a language requires a great deal of effort and games help students to make and sustain the effort and learning. They will not feel bored, because games are a welcome break from the usual routine of the language class. Games

are highly motivating because they are amusing and motivating. Games bring real world context into the classroom, and enhance student's use of English in a flexible communicative way.

Games provide language practice in the four language skills. Games encourage students to interact and communicate. They can be used to give practice in all language skills and be used to practice many types of communication. Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. games can be applied as a tool for the teacher to find out the area of difficulties.

Teachers should know kinds of language games before deciding which games are suitable with the lessons. Brewster and Ellis classify many different games into two main types: accuracy-focused games and fluency-focused games. Accuracy focused or language control games aim to score more points than others, usually to find a winner. This kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing).

Board games are familiar game types for children. Monopoly, snake, ladders, and Ludo are the examples of popular board games.

Board games can be used in language classrooms to teach the learners to speak. According to Chang and cogswell, 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. Using board games in language learning gives a lot of benefits. One of them is that board games are flexible. The other benefit is that board games can promote language learning through tasks.

When using board games, it should be kept in mind how these five characteristics are exemplified in student interaction. Furthermore, it is important that lessons that implement board games 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.

Board games can be made based on stories or any topics that are appropriate with the lessons. The following are the guidelines on creating board games to enhance classroom learning adapted from the tips proposed by Chang and Cogswell. The games should be a learning tool. The students are expected to be able to learn by playing the games. The time for playing the games needs to be adjusted. Different options of difficulty can be applied.

RESEARCH RESULT

A. Result

This study was on the implementation of board game to improve students understanding on Speaking. It was conducted through a classroom action research which consisted of several activities.

1. Preliminary Research

This research was done on Wednesday, April 29th 2015. There were 36 student as participants. Preliminary research conducted at the class of Mr. X, as English teacher. The researcher just only observed the classroom activity during the English lesson. Teaching using inductive method.

From the description above, it can be concluded that the students' participation activity and their understanding about speaking was low during the English lesson. Then to make the students enthusiastic and easy in learning, the research implemented Board Game to improve students understanding on simple past tense. Then the researcher gave tests that contain of 10 items of multiple in time 15 minutes to answer. The purpose of the test was to measure students' achievement before given an action. Then the result of tests, the researcher calculated with formula below:

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100$$

From the result above, then researcher calculated the mean of students score. It was aimed to know the students' comprehend of speaking. After giving the test, the researcher intended to use Board game to the next activity to make student interest and enjoy the learning process.

1. First Activity

a. Planning

The activity continued on Wednesday, after the preliminary test results were not satisfactory. The researcher and English teacher

decided to use Board game, which is focused on improvement of students' understanding on speaking. Before applying Board game researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, board Game paper, and students' test.

b. Implementing

In implementing the action the researcher is assisted by his collaborator the researcher acted as the teacher who is teach how the students' increases English prononciation in reading aloud focusing on the narrative text.

Then teacher stuck board game on the blackboard and teacher divided class to be 7 groups, each group consists of 5 students. These groups were divided according to their score from the preliminary test. Then teacher distributed board game paper to each group and explained the procedure of playing board game.

First there were some students did not understand about the procedure, and then they asked the teacher related to the procedure. After teacher explained more, the students understood and they were ready tp play that game. Before playing board game, teacher and students translated the meaning of on board game. In order each student understood and did not find any difficulties when playing board game.

To start this game the teacher asked student to "write", which group could answer quickly, they are to be first player of board game. In this phase, the first player was group 6. From the result of observation in cycle I, almost of

students were to be active than before.

c. Observing

For about 30 minutes, the teacher observed the students' condition. When students playing board game. When they were palyng game, they could look up the words in the dictionary.

From the first observe, some of group could not cooperation with their friend well. And there were some students still confused about the form of speaking, so they could not respond other group answer. But students were very enthusiast and enjoy during the game progress. Because the time was up, so the teacher stopped this game. Some students asked to be continued this game to the next meeting with other verbs. The winner was group 5. This group could collect 4 of symbol O. During the treatment there were 3 students asked to the teacher. After gave the treatment through board game, the teacher gave multiple choice tests to measure student score. The teacher gave 10 minute for students to do test. There 5 student that could not discipline to do the lest. They tried to get the other friends' answer. To analyze students' tests, the teacher used this formula to calculate it.

The formula was:

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100$$

d. Refleting

The result of this reflection will become the standard of determining the following steps until the objectives of the research were achieved. The result of reflection may show either the

action is successful or not, then follow up can be plan after, if the reflection result tells the action is successful, the cycle is over, but if is not, the next cycle must be plan with is any improvement.

2. Second Cycle

a. Planning

This activity was done on Wednesday. Mei 6th 2015. In this activity, teacher also prepared the instructional tool for teaching and learning process. Teacher done this cycle based on the reflection of first cycle with the English teacher

b. Implementing

In this cycle the teacher divided class to be 7 groups, it was different with first cycle. The teacher made these groups according to the result of test from cycle I.

In this phase as brain storming, teacher asked some students about their activities in the past.

Teacher also gave exercise in nominal sentence and students could respond it well. For about 15 minute students were given simple exercise about simple past tense. Then teacher told to the students that we would play board game again. In this case, the students were so happy and made noise.

Before teacher applying board game, she divided class to be 7 group. Then she distributed board game paper for every group and stuck board game on the black board. Then the teacher explained the role of playing board game from the second cycle. Then teacher translated, in order, students did not find any difficulties when play it. Then teacher gave for about 10 minutes for them to discuss in

group.

c. Observing

In the second cycle, students showed their enthusiasm and happiness too. Student paid attention for teacher explanation, there were two students asked the teacher related to the procedures of playing board game. It was from group 1, group 6 and group 7. When students discussed in group, they showed their cooperation each other. In this case, teacher gave permission for them to look up dictionary. The first player was from group 6, because their group could answer. For about 30 minutes they played board game.

From the observation, when they played board game, the problem was found that some students still confused in craeting nominal sentence. After they got little explanation from teacher, finally they understood and continued the game. In this case the winner was group 3. Any way all of students could join with their group well, and they could cooperation each other.

After playing board game, the teacher gave multiple choice to get the student score in speaking. It was content of 10 multiple choices. This cycle was followed 36 students, because one student was absent. The teacher gave 10 minute for students to do test. There were some students did not discipline in doing the test. They tried to look up dictionary. Then teacher forbade them looking up the dictionary and asked them to be honest and confident by themselves. To analyze students' tests, the teacher used this formula to calculate it.

The formula was:

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{ items}} \times 100$$

d. Refleting

Then the other teacher and English teacher discussed about teaching learning process that have been done to find the weakness and how to fix it in the next cycle and made reflection to the next cycle. In this cycle, some of student still passive in responding the other group answer. So the teacher decided to do the third cycle to find out the students understanding on speaking well

B. The Students' Improvement of Understanding on Simple Past Tense after being Taught Through The Use of Board Game.

1. Student score of the preliminary test

Then, after finding the result of the students' test score, the researcher analyzed the score by using percentage of scoring as follow:

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{ items}} \times 100$$

Result from management of data is 1 or 2,78% of 36 students got excellent mark. There were 9 or 25% of 36 students got good mark, 19 or 52,78% of 36 students got fair mark, and 7 or 19,44% of 36 students got less mark. To know the mean score of result of tests researcher calculated the mean of test as folloow:

$$M = \frac{\Sigma X}{N} \times 100$$

Expansion: M = the average of

student score

ΣX = total student score was
210

N = total of student was 36

The computation of the average score was follow:

$$\frac{210}{36} = 5,83$$

The calculation result shows that the average of students test result of preliminary cycle was 5,83. The highest score was 9 and the lowest score was 3. From the result above, the mean of student in comprehend of speaking was low. The result of average score was 5,83. This score was still low from the minimum standard score (KKM), it was 6.

2. Students score of the first cycle

Result from management of data is 14 or 38,89% of 36 students got excellent mark. There were 10 or 27,78% of 36 students got good mark, 11 or 30,55% of 36 students got fair mark, and 1 or 2,78% of 36 students got less mark. After that, the researcher calculated the mean using the same formula with previous research.

$$M = \frac{\Sigma X}{N} \times 100$$

The computation of the average score was follow:

$$\frac{273}{36} = 7,58$$

The researcher's analysis shows that the average of students test result of the first cycle was 7,58. The highest score was 10 and the lowest score was 4. The average of students test result increased 1,61. It was from 5,97 to be 7,58. Researcher

concluded that students understanding on simple past tense improved.

3. Students score of the second cycle

Result from management of data is 14 or 40% of 36 students got excellent mark. There were 13 or 37,14% of 36 students got good mark, and 8 or 22,86% of 36 students got fair mark. From the result, the researcher could calculated the mean of score as folloow:

$$M = \frac{\Sigma X}{N} \times 100$$

The computation of the average score was follow:

$$\frac{276}{36} = 7,88$$

The result of students average result was better than before. Although, still there were some students got score close to standard of minimum score. From the researcher's analysis, it shows that the average of students test result of third cycle was 7,88 with the highest score was 10 and the lowest score was 6. There were improvements from one cycle to the other cycle, although still there were four student that got minimum score they were. The researcher concluded that students difficulties in understanding on simple past tense were solved enough through the use of board game.

C. Discussion

After that the researchers implemented the board game in teaching simple past tense. There is a significant increase in students' understanding of speaking. Students are enthusiastic in the learning

process by using games. Most students actively respond to student or teacher questions. The analysis of

each cycle, the researcher gets the results of the class action research as follows:

Preliminary Research	Cycle I	Cycle II
5,83	7,58	7,88

From the table above we can see that there was significant improvement of students' understanding. Based on the test result that had been done, it can be described that using board game as a teaching media in the process of learning English on junior high student, could improve students' understanding on speaking. Board game was not only appropriate to teach speaking but also it was appropriate for teaching speaking.

Board game stimulates students' mind and it is one way of encouraging students creativity to create a sentence.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The use of board game can improve students' understanding on simple past tense. It can be seen the average score of students as follows:

Preliminary Research	Cycle I	Cycle II
5,83	7,58	7,88

The result above shows that the use of board game can help students solve their difficulties. The test result of the students under this research increased in every cycle

B. Suggestions

1. The teacher should make a variety in teaching and learning either media or technique to solve the students' boredom.
2. Practice to used the board game in learning teaching process

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