

**[THE IMPLEMENTATION OF BOARD GAMES IN TEACHING SPEAKING  
FOR TENTH GRADERS IN SENIOR HIGH SCHOOL**

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**Abstrak**

Keterampilan berbicara adalah salah satu aspek yang sangat penting untuk berkomunikasi dan kemampuan yang harus diajarkan di kelas. Sayangnya, menguasai keterampilan berbicara untuk siswa yang mempelajari bahasa asing yaitu bahasa Inggris tidak mudah. Faktanya, banyak siswa takut berbicara bahasa Inggris di kelas. Sehingga, guru harus mengajar menggunakan media yang sesuai. Permainan papan adalah media yang mudah dan mampu meningkatkan keterampilan berbicara siswa. Inti dari tujuan penelitian ini adalah untuk menggambarkan bagaimana board game bisa digunakan dalam proses pembelajaran Bahasa Inggris khususnya berbicara teks deskriptif dan untuk mengetahui bagaimana tanggapan siswa mengenai penggunaannya dalam proses pembelajaran. Peneliti menggunakan jenis penelitian kualitatif. Observasi, catatan lapangan, dan hasil angket digunakan untuk menemukan data yang diperlukan pada penelitian ini. Penelitian ini dilakukan di SMAN 1 Sumenep dengan subjek penelitian ini adalah salah satu guru bahasa Inggris dan dua puluh sembilan (29) siswa kelas X IPA 3 dengan kemampuan berbicara bahasa Inggris yang berbeda dipilih untuk menjadi subjek pada penelitian ini.

Hasil penelitian ini menunjukkan bahwa permainan papan memberikan dampak positif dalam mengembangkan kemampuan berbicara bahasa Inggris siswa dalam proses belajar dan mengajar. Hal tersebut dibuktikan dengan pernyataan siswa dalam kuisioner bahwa penggunaan permainan papan dapat memotivasi dan menarik minat siswa sehingga siswa lebih berani dalam berbicara teks deskriptif. Penggunaan permainan papan juga membuat siswa lebih memperhatikan penjelasan guru dalam proses belajar dan mengajar, serta membuat siswa merasa nyaman selama proses pembelajaran. Kesimpulannya, penggunaan permainan papan sebagai media untuk mengajar teks deskripsi sangat efektif terhadap guru dan media untuk berlatih meningkatkan kemampuan berbicara Bahasa Inggris mereka terutama pada teks deskriptif.

**Kata Kunci:** Berbicara, Teks Deskriptif, Permainan Papan.

**Abstract**

The ability to speak is one of the aspects which are very important to communicate and the ability to be taught in the classroom. Unfortunately, mastering speaking skills for students who learn a foreign language that is English is not easy. In fact, there are many students are afraid of speaking English when studying in class. Thus, the teacher should teach using an acceptable media. An easy medium capable to promote students' speaking capacity is a board game. However, the points of this study are to describe how the board game can be used in the process of learning English especially speaking descriptive texts, and to find out how students' respond to their use in the learning process.

However, the points of this study are to describe how the board game can be used in the process of learning English especially speaking descriptive texts, and to find out how students' respond to their use in the learning process. The researcher used qualitative research. Observation checklist, field note, and the result of the questionnaire were used in the injunction to find the data required for this research. This study was conducted at SMAN 1 Sumenep. The participant for this study were an English teacher and twenty-nine (29) students of X IPA3 class with different speaking skills to be the subjects of this research.

The result of this study is boardgame gave an encouraging impact on the increase students' speaking proficiency. It was substantiated by the students' opinion in the questionnaire that uses of

boardgame could motivate and attract students' interest so students can be brave in speaking descriptive text. The use of board games also could make the students more aware of the teacher's explanation in learning process, also could make the students relaxed in class. In conclusion, implementing a board game as a medium to teach speaking descriptive text was very useful for the teacher and stimulating media for students to increase their speaking ability especially in descriptive text.

**Keywords:** Speaking, Descriptive Text, Boardgame

## INTRODUCTION

Language learning is defined as learning in the second language or foreign language (ESL/EFL) to develop communication skills. Students should have good communicative skills. It is the ability to convey information and ideas effectively. They share information with people clearly and simply. The problem is to promote communicative skills is not susceptible for teachers. Teachers should look for an easy technique and capable to promote students communication skill. However, to be able to promote communicative skills in language learning, games are such a good strategy for teachers. During the time spent language learning, student needs more attention from the teacher, while many students in a class should be given attention, so using games is very effective because it can be done in groups and improve students speaking ability. When using games already students have an interest and focus more on the teaching itself. It helps teachers to make the class enjoyable and active. Not only that, games as well as one way to test the student's brain and give motivation. According to Petrovic (as quoted in Meyer, 2006), the "fun factor" in speech class is when students are communicative in board games. This game requires players within a certain period to convey about a topic.

One useful medium to encourage the ability to learn foreign languages, especially English is to use board games. According to Kapp (2012), interactive game is in agreement with the system and rules of the game because between one player and another player interacts in a match. Lee (2012) argues that if the board game is an effective teaching medium in accord with specific learning goals as well as the national curriculum, students can arrange several words into sentences in the game.

Similarly, Jill Hadfield (1990) described the game as "an action with rules, an objective, and a component of fun". The difficulty of the teacher is to

determine which game is right and will succeed in the classroom with a variety of game choices so the teacher must be mature in thinking.

Boardgame aims to help the teacher difficulties in the classroom and for students to make the students live brave to speak up with another friend. Students can recall their vocabulary from their long-term memory when the students describe based on the picture on the box directly. Also, the game can increase their fluency in speaking ability when playing this game, they have a few minutes to think and describe the picture so they will speak up without thinking about the grammar. This review is carried out to analyze how the teacher uses board games as well as a medium to educate the speaking with descriptive text. A board game is one of the media it can be used by English teacher, such as speaking. Boardgame makes the students actively also bravely in English conversation. The teacher as a facilitator of the students can help students to speak up using this game. English teachers have the benefit of teaching English speaking is the hope of this research. This game makes it easier for students to practice speaking descriptive text. This study concentrates on the aim of board games as the medium for teaching descriptive text speaking to tenth-grade learners. The researcher conducts the observation in one school; the stage of the school is Senior High School especially to tenth graders. The school is located in a small sub in Indonesia. The researcher chooses that school because the school is the popular Senior High School which has a lot of students but the students more like another study than study English especially in speaking. Using board games to teach speaking is one way to make comfortable atmosphere and more alive in class when they learn speaking English. There are some students who did not speak English well in tenth graders because nearly never students practice speaking English in their day. The students are afraid to speak English because they are afraid and shy if they make

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some errors or mistakes during speaking English and it makes the students become passive students in classroom learning. According to the title of this thesis, the observer wants to know how board games can be a strategy and medium to teach speaking. Board games are used as a medium to teach descriptive texts verbally. Board games have become popular because they can describe situations in real life, such as Monopoly, Snakes and Ladders, and Ludo.

Hadfield (1990: v) said: activity in games has rules, goals, and things for fun. In playing games must create something fun that will motivate students to practice foreign languages so they do not feel bored. Wright, et al (1994: 2) argue that players of any age can play this game because it is not age-restricted and matches the player's role. However, there are some people who dislike it. The important thing in using games is the teacher chooses the right games such as games that can be played in pairs or groups so that they get a good response from students. Thus, it can be accepted in all circles, especially students with socio-cultural backgrounds. Wright et al have proven that the game and the material used are acceptable to all parties including entrepreneurs because of the teacher's thinking.

In the learning process in class, the English teacher-designed many kinds of game to improve the ability in the learning process. Chen (2005) suggests five games that can be implemented in the class, namely; mysterious landmarks, what numbers, storytime, art masters, and what is being cooked. Brewster and Ellis (2002: 179-180) say there are several types of fun games, but the most important are board games, drawing games, a game using sentence cards, dice games, guessing games and listening games, simple pencil & writing games, the game uses sentence cards, and the game uses graphics.

Toth (1995) argue competitive games and cooperative games are classifications of types of games. Players or teams interact so that shows good communication is not concerned with the truth of the sentence or language and race, but the difference is if competitive means to achieve the goal of becoming the first while cooperatively working towards shared goals or not individuals.

In this research, the teacher is interested in Board games especially Snakes and ladders to teach

speaking. A board game is a game it can be used by teacher to teach English. The board game is one of the outstanding games around the world so many students know about this game. The game is familiar and very simple for students to play the game. Moreover, board games also a simple game that can be modified by teachers when they use it.

A Boardgame is one of the games it can be used by the teacher to teach conversation for a foreign language. The board game also can be modified by the teacher when the teacher uses it. The board game is a traditional and outstanding game in the world; many people know this game and know how to use this game well.

There are some aspects that must be available and are also needed when playing board games, which are the board itself, dice, counting devices, and finally cards (Provenzo, 1981). The calculator in the form of a marker is used to assess when the game is in progress. Another ingredient is a dice which is generally in the form of a tiny six-sided cube with six points on its side usually to count the steps in play. if there is no dice can use other materials such as stones, seeds, buttons. The players can run the game by moving the dice. Board games can be played by children, adults, and students consisting of several people or groups by playing a square board that has been prepared with 100 boxes available. The purpose of this game is to have the top number in the number 100 to win. This game usually involves two or more players and groups. Each player has a turn to move from one box to another by rolling the dice. To complete this game, on the way to play the players will meet with some obstacles in the form of snakes and some opportunities in the form of stairs going up or down to the beginning.

Implementing Board Game as a medium in teaching speaking has many advantages. First is there are a lot of modifications that can create by the teacher. The modification can use or create depend on the student's need or the subject skill. For the example when the teacher teaches the speaking especially teach speaking descriptive text, the teacher can put some pictures in the square and ask the students to illustrate the image in the square. The teacher also students should speak using English when playing the game. It can minimize students' anxiety, afraid, and also can increase their speaking ability.

The second advantages of implementing this game in learning speaking descriptive text make students can take relax the atmosphere of the class. Moreover, the students will appreciate during the learning practice.

The third advantages, this application of board games is not difficult and can be played by every student because the board game is famous game in this world so the students will know the rule of this game well.

In fact, an applied board game in lesson speaking descriptive text is not difficult. The teacher should explain the rule of using board game to the students, after that the game starts it. The teacher can explain the rule should clear enough for the students so they can play correctly. There are several steps that should be done by the teacher when applying this game. First, the teacher should explain how to play this game clearly and give some additional instructions related to playing the game, for example, who will be the winner of the game.

Second, the teacher makes several groups consisting of several students and gives vocabulary building before playing this game. Third, the students play this game by shaking the dice. Moreover, the students who get the lowest number will play first and they have to answer or do something based on the clue in the square that they stopped it. The students should go if they stopped in the ladders but they should go down if they stopped in the snakes. This game can be played between two or more students.

The last, the students should explain or describe the picture based on the picture on the square. When playing this game, the students should use English. In addition, the group which reaches the last square or who gets the biggest point or score will be the winner.

In this study, the researcher conducts the study using qualitative research. The researcher wants to know how the teacher employs the board game as the medium in teaching-learning descriptive text and then the researcher wants to analyze the students' reactions toward the implementation of board games in teaching-learning descriptive text.

## RESEARCH METHOD

The researcher used the qualitative study as the research design to conduct this research since this

research aimed to the applied of a board game as a medium speaking descriptively in class and to find out students' responses toward the use of board game. The researcher conducted this research in the class. In this case, the researcher observes the educator and learners in the instructing and learning process, examining the learning step by step carefully. Subjects in the analysis were English teachers and tenth graders of SMAN 1 Sumenep, consist of 29 students. The students of this class were chosen under the consideration that taking descriptive text students introduced the implementation of boardgame as a medium to learning speaking. Besides that, the observer chose Senior High school because they are some students who motivated about something new.

Have convincing and good research is the hope of researcher. Therefore the researcher uses the greatly suitable research instruments to support collecting the data. The first instrument used was the observation checklist. The research used an observation checklist in order to find out the instructing and learning practice during the carry out of board games. In the observation checklist, there were some questions or statements that must be answered by the researcher. The researcher gave a checklist (√) in each questions or statement based on the observation. The questions were about the education and learning process during the practice of board games. For example, the teacher gave clear directions before used board games.

The second instrument used was field notes. The researcher used field notes in order to find out the process of using board games to teach speaking descriptive text in the classroom. Field note helps the researcher to write every important thing during this observation and also helped the researcher to give some written comments when analyzing the data. This is in line with Richards (2003:116) that stated the field notes are used as the basis for a final revision.

The third instrument used was questionnaire. The researcher used questionnaires to answer the second question of the research question. It was about the students' responses toward the implementation of board games as the medium to educate speaking in descriptive text. The questionnaire used in order to know what they felt during the used of board games whether they were felt bored or interested in the

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strategy and media. Richards (2001:60) explained that there were two questionnaires. Respondents can choose from a number of responses that are structured while respondents get open questions can answer as he or she chooses are unstructured. The researcher used questionnaire in front of structured items (students choose from a limited number of responses) from some statements. Structured items allowed the student to select their answer from the number of numbers starting from number five until number one. The questions can be used to measure the opinions, attitudes, and knowledge of the students.

In this study, the researcher obtained the data from the observation and the result of the questionnaire. The first data was done by the researcher by observing how the teacher implemented a board game. Throughout the observation, the researcher wrote field notes and gave a checklist (√) in the observation checklist. Observations were made to observe the teaching-learning process while the board game is running. The researcher watched, wrote every important thing and paid attention during the used of boardgame.

The second data collection was done by giving the questionnaire to the students. The questionnaire included of some questions about students' opinion about the implementation of a board game such as students' feelings about the use of board game, students' motivation during the implementation of the board game and about the students' opinions about teacher's way when use board game. Questionnaires are typed in Bahasa so that students are easy to understand so they can answer questions.

After collecting and obtaining data, the researcher conducted data analysis. The data analyzed using qualitative data analysis. Observation checklist, observation field notes, and students' answers in the questionnaire are a collection of all data from the researcher. There are three steps were used by the researcher to analyze the data. According to Miles and Huberman (1994:10), there are three steps to analyze the data, first is data reducing, second is data display and the last is conclusion drawing/ verification.

Data reduction, after collecting some data, the researcher reducing the data first by selecting data based on the literature review and the theory in order to discard the irrelevant data. The first data, the data

reduction was conducted by the researcher by reading the result of the observation checklist and field note. After reading, the researcher selected data by deleting the irrelevant data depending on the literature review or theory for the first data. The second data similar to the first data was reduced by the researcher by deleting the irrelevant data depending on the literature review or theory for the second data.

Data display, after reducing the data, the researcher organized the information or composed the data into the data display. For the first data, the organized the information about how the teacher used the board game in teaching speaking. Second, the researcher organized the information on how students felt during the game in descriptive text.

Conclusion drawing or verification, after making a data display, the researcher made a conclusion drawing or verification by given written comments based on the data. The first data, the written comments were about whether the teacher was successful or not in using the board game during learning and the second data, written comments were about whether the students were interested or not at the time teacher used board games.

## RESULTS AND DISCUSSIONS

### The Implementation of Board Game to Teach Speaking Descriptive Text.

The first research question is the implementation of board game as the medium to teach speaking descriptive text answer from the researcher was about the application of board games as a medium for ten graders of SMAN 1 Sumenep in speaking descriptive text. The observation was held starting from 03<sup>rd</sup> of December 2018 until the 07<sup>th</sup> of December 2018. Observations were made in two meetings by researchers in order to be able to answer the first question. The teacher practices all steps of teaching descriptive texts referring to the lesson plans that have been made. The teacher started class from pre-teaching, while-teaching, and post-teaching. Observing, questioning, collecting information, associating, and communicating are scientific approaches applied by teachers.

The teacher used board games to help the teacher to teach the speaking descriptive text. Moreover, Chen (2005) explained student-focused, advance open ability, make an important setting of

language use, increment learning inspiration, diminish learning uneasiness, incorporate different phonetic aptitudes, empower inventive and unconstrained utilization of language, build a helpful learning condition, and cultivate participatory mentalities of the understudies are advantages of attempting the game.

Sigurdardottir (2010:10) explained two important points that should be done by the teacher before playing the game are the teacher makes sure they explain the rules of the game in detail and that all instructions are clear. In this study, the teacher explained clearly the rules of the game before the students played the game. The teacher also gave clear instructions about what should be done by the students before playing a board game.

The teacher applied competitive games with group work when playing board games. It was shown by with fact when the teacher decided the students into four groups and asked them to reach the last number of board games. The purpose of competitive games is to reach or finish the end of the game before the other competitions. Moreover, group work consists of four to six players for each group. The winner of the game was the group who got the highest point because no one of them could reach the last number (number 100) of board games. In addition, the teacher gave a vocabulary building or new vocabulary before the students played the game. The teacher inquired the learners to mention the significance of new vocabulary based on the pictures on the square in board games.

Toward the finish of the game, the teacher gave criticism on the understudies' talking while at the same time playing the game. The teacher should give input about the understudies' talking capacity toward the finish of the game in the educating and learning process. Criticism could assist the understudies in reviewing their blunders during speaking descriptive text. Feedback also could make the students correct their errors and improve their speaking ability in the future. The teacher can help the students evaluate their success and progress. In addition, related to the lesson plan for these two meetings, the researcher found out that the teacher already taught based on the lesson plan. The teacher made a good lesson plan and applied it well.

However, the teacher made the situation of the class more alive when applied board game. On the

other hand, the students felt relaxed in the atmosphere of the class. When the students join the game, they can reduce anxiety and they can improve their speech. Therefore, the goal of communicative competence achieved.

Moreover, based on the theory of the game the researcher can conclude that the teacher applied board game as a strategy and medium to teach a speaking descriptive text to the tenth graders of SMAN 1 Sumenep was correct. Besides, their ability to speak English can be honed by exercising it a lot, not only in school but can be outside of school so that they can also increase their self-confidence.

### **Students' Responses toward the Implementation of Board Game**

The Students' Responses toward the Use of Board Game in Speaking Descriptive Text in this study, the researcher did not only attempt to define the use of Board game as the medium in speaking descriptive text but also tried to know about the students' responses toward the usage. The questionnaires were distributed by the researcher to students after all the meetings were over. Based on their experiences during the previous two meetings students can answer the questionnaires. Lee (2012) believes that board games can be a beneficial and meaningful tool when aligned with the national curriculum and learning goals. Their creativity in telling their stories is good and they are excited even though this is the first thing they do. The students showed their interest in board games for the first time when the teacher has told them about the game because board games could make the students' interest. The students enthusiastic wanted to know how to play the game. It was shown when the teacher start explained about the game. In improvement, the students got their attention when the teacher explained to them the rule and instructions at the first also during played the game. It also was proven by the students' opinion in the questionnaire, almost of the students agreed if board game could attract their attention. The students enjoy the teaching and learning process when used board games as a strategy and medium to teach the speaking descriptive text. It was shown when the students enjoyed the situation with the class during playing the game. The students braved spoke English although they did not know well about the vocabulary. It was also shown when

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playing the game. The students did not afraid to make mistakes and enjoyed it.

Boardgame gave the students motivated to be active and increase their speaking English. It was shown when the teacher asked the students to mention the meaning by giving some clues, they answered well. And also shown when the teacher clarified the rule on how to play board games, the teacher got interested in the students. When the students gave their attention to the teacher, it means the students showed their motivation to study. It also was proven by the students' opinion about the use of board games as a strategy and medium to teach speaking descriptive text could motivate them to speak English and made them more enthusiastic in class.

Other than that, based on the result of the questionnaire, the researcher can conclude if board games can be used as a medium by the teacher to help the teacher to teach a speaking descriptive text to tenth graders of SMAN 1 Sumenep. However, the researcher also concluded if the use of board games could motivate the students to speak English. The use of board game as the medium to teach speaking descriptive text also make the students felt enjoyed during teaching and learning process. Furthermore, board games can be applied as a medium to help the teacher to improve the students' ability in speaking descriptive text.

### CONCLUSIONS AND SUGGESTION

#### Conclusion

After doing observation and analyze the data of the implementation of board games as the medium for teaching speaking descriptive text, particularly in the tenth graders of SMAN 1 Sumenep, the researcher could conclude some points are board game was so easy also simply. The teacher gave information on how to play games certainly. As well as the teacher provides some additional information about the winner of the game. However, the teacher successfully applied board games as a medium in teaching speaking descriptive text. It was shown when the teacher applied it based on the theory. The students were interested, enthusiastic, and motivated in using fun and educational like this game. Encourage the students' descriptive monologue mastery development in the speaking descriptive

learning process. Furthermore, the students felt relaxed atmosphere and condition of the class was alive although a little bit crowded when the teacher applied the game.

#### Suggestion

Based on the results described, the implementation of board games as a medium in teaching speaking descriptive text is recommended to improve students' speaking ability and prepare the students more active and reduce anxiety in the learning process. However, there are a few perspectives that ought to be improved. The teacher or other researcher can cause an improvement so as to improve in the teaching process of speaking descriptive text.

For an English teacher, pay attention to the condition of the class during playing the game. The teacher must organize well the students first before playing the game. Moreover, the condition or situation of the class can be more quite' and controlled not crowded. The students could hear their friends while producing descriptive text orally. The teacher should give feedback at the end of the class, so the students can know their mistakes when producing speaking descriptive text. Feedback can help also give clues to the teacher and students to know the students' progress in speaking. Moreover, the students can review and correct their errors or mistakes during producing speaking descriptive text. The teacher can use the other strategy and media to teach in other materials so as to make the learners enthusiastic and understand the material. Moreover, the teacher can minimize the students' bored and less awareness to the teaching and learning process by utilizing media.

For the Other Researcher, established on the results of the study, the teaching and learning process using board games gives opportunities to another researcher to develop this research because the researcher can be explored by using board games. As we know there are four skills in teaching English, those are listening, speaking, writing, and also reading. Because of this, the researcher suggests other researchers apply the implementation of board games as a medium to teach additional language skills such as writing, reading, and listening. Other researchers also can use board games to teach language components such as vocabulary.

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