THE IMPLEMENTATION OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan yang signifikan secara statistik dari prestasi berbicara siswa setelah diajarkan melalui permainan papan. Penelitian ini dilakukan di SMAN 3 Bandar Lampung pada tahun akademik 2017/2018. Subyek penelitian ini adalah 36 siswa di kelas X MIA 2. Instrumen yang digunakan untuk mendapatkan data dalam penelitian ini adalah tes berbicara yang dinilai oleh dua orang penilai. Pelaksanaan permainan papan tercermin pada aktivitas kelas dan hasil tes. Paired Sample T-Test digunakan untuk menganalisis data dan pengujian hipotesis dihitung menggunakan SPSS versi 17 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 was a statistically significant improvement of students' speaking achievement after the students were taught through board games. This research was conducted in SMAN 3 Bandar Lampung in the academic year of 2017/2018. The subjects of this research were 36 students in class X MIA 2. The instrument used to get the data in this research was speaking test scored by two raters. The raters were the researcher as the first rater and the English teacher as the second rater. The implementation of the board game was reflected in the classroom activity and the result of tests. Paired Sample T-Test was used to analyze the data and the hypothesis testing was computed using SPSS version 17 at the significance level of p<0.05. The result showed that there was a statistically significant improvement of the students' speaking achievement. This suggests that teaching speaking through board game encourages the students to speak English in more enjoyable way.

Keywords: Board Games, Speaking, Achievement, Improvement

INTRODUCTION

Learning to speak and communicate are major aims for learning English (Nunan 2003; Richards & Renandya 2002). Therefore, speaking has become the main concern for English teacher. According to Brown (2001: 267), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Thus, it is obvious that speaking in target language is not as easy as speaking in our mother tongue. It is in line with the fact reveals that most of the students are not able to speak well in target language, that is English.

In order to speak well in target language, it is necessary to have sufficient vocabulary and knowledge of grammar. However, most of the students neither have sufficient vocabulary nor knowledge of grammar to construct the sentences in order to express their ideas. Lack of vocabulary and grammar discourage the students to speak up their ideas in target language for the fear of making mistake and being mocked by their friends. It causes the students to have low proficiency in speaking.

Insufficient ways of teaching also lead the students to have low proficiency in speaking. Giving students many vocabularies, explaining rules of grammar without giving the students opportunities to use it and reading the conversation instead of practicing it in real communication are the examples of insufficient ways of teaching speaking. With the regards to the examples, the teacher should find another way to teach speaking while simultaneously encouraging 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 are feeling happy, excited, and energetic (Susi, 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 the opportunity to work on teams by helping and collaborating with each other. Games also help the teachers to create contexts 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 games allow the students to work in groups and provoke the students to explore and interrogate information in a fun and interactive way. 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 finding conducted by Susanti (2005: 45). She developed a board game for vocabulary learning of grade X senior high school students. In line with Nirmawati (2015) who implemented board game to teach speaking at VII grade of junior high school 13 Malang. Both of those findings showed that students were interested in playing board games. It also affected both the vocabulary and speaking mastery. Those studies stated 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.

As an attempt to complete the missing pieces, this study proposed two research questions to be answered, they are:
1. Is there any significant improvement in students' speaking achievement after being taught by using board game?
2. What aspect of speaking improves the most after being taught by using board game?

Therefore, the finding of this research is expected to give some contributions to language teaching.
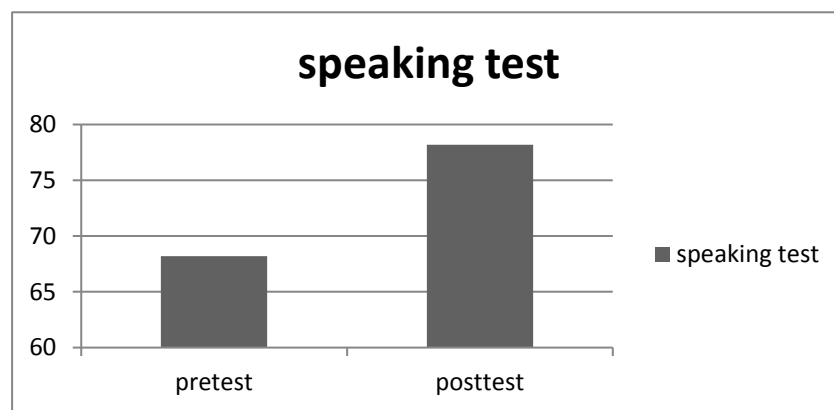
METHOD

The design of this study is quantitative design to determine whether the use of board games can improve students' speaking achievement. The subjects of this study were 36 students class MIA 2 at the first grade of SMAN 3 Bandar Lampung. The sample was selected by using lottery technique. Speaking test was used as the instrument in this study. The test was administered before the treatment (pretest) and after the 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. As stated by Setiyadi (2006) "reliability aspects concerns with the consistency of measurement of a research, or the ability of a measurement to measure the same research subjects in a different time and gives consistent results." The first rater was the researcher herself and the second rater was the English teacher. The validities of pretest and posttest used in this research were construct and content validity. To fulfill construct validity, the students' speaking achievements were measured based on the theory of speaking but only in 4 aspects of speaking, they are: grammar, vocabulary, fluency, and comprehension. Moreover, the materials tested in speaking test were suitable with the curriculum to fulfill the content validity of the test. In the content validity, the material given must be suitable with the curriculum (Setiyadi, 2006:23). The pretest was administered before the treatment given in order to know the students' ability before being taught using board game. The test was speaking test in form of monologue. It was held in 80 minutes and recorded to ease the researcher in analyzing the data. After that, the treatments were administered three times with board game as the media. Each treatment was hold in 90 minutes. Then, the

posttest was conducted to measure the achievement got by the students after implementing board game. It had the same length and recorded as well as the pretest. After that, the pretest and posttest data were analyzed using Paired Sample T-Test to find out the significant improvement of speaking achievement and One Way ANOVA to see which aspect has the highest improvement. The data were computed through SPSS version 17.

RESULTS AND DISCUSSIONS

Results

The result of pretest and posttest implied that board game increased the students' speaking achievement. This can be seen from the mean score of pretest and posttest which improved from 58.2 up to 78.2.

In addition, the result of Paired Sample T-Test shows that that the alpha level is 0.00. Therefore, it can be stated that the alpha level is lower than 0.05 (0.00 < 0.05). In addition, it can also be seen that T_{count} is 9.401 and T_{table} is 2.030. In brief, it can be said that T_{count} is higher that T_{table} (9.401 > 2.030). After all, it can be concluded that there is a significant improvement of the students' speaking achievement after being taught using board games.

Furthermore, the improvement of each aspect of speaking is presented in the table below.

Aspects of Speaking	Students' Average Score		Maximum Score (Ms)	Mean Difference (PoS – PrS)
	Mean of Pretest (PrS)	Mean of Post-test (PoS)		
Comprehension	19	20.9	25	1.9
Vocabulary	16	18.95	25	2.95
Grammar	16.2	19.38	25	3.18
Fluency	17	18.9	25	1.9
Total Score	**68.2**	**78.18**	**100**	**9.98**

Moreover, the result of One Way Anova states that the significant level is 0.001 and it is lower than 0.05 (0.00 < 0.05). Next, it is found that F_{table} was 2.669 and F_{count} was 6.226. Therefore, it can be stated that F_{count} is higher than F_{table} (6.226 > 2.669). Overall, it can be determined that there is one aspect of the speaking which improved the most after being taught using board game. With regards to the table, it is found that the aspect which improved the most was grammar.

Discussions

As mentioned in the introduction, the purpose of this research is to improve students' speaking achievement through board game and find out the aspect of speaking with the highest improvement. At the first meeting, most of the students were enthusiastic in playing the board game. It indicates that the materials and the activities in the *Board Game* are 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. Eighty percent of the students could present it well.

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 sentences 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 tasks and interacting with others in groups. 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.

In the end, with regards to the result of pretest and posttest, it is found that grammar is the aspect with the highest improvement. It supports the idea of Metom, Tom and Joe (2013) said that languages games, such as board game, are indeed a useful and practical tool which can be integrated in grammar lessons to assist language teaching and learning.

In contrast with the grammar as the aspect with the highest improvement, fluency got the lowest improvement. According to Gower, Philips, and Walter (1995) stated that fluency takes into account "the ability to keep going when speaking spontaneously". However, the students found it was difficult to speak fluently with correct grammar. It was because the students needed time to process new materials and accumulate it in their speaking. As Zaremba (2006) said "by listening to the same words or material, again and again, the students will be able to speak with confidence and without having to concentrate so hard on what they want to say." However, it was impossible to repeat the same material over and over again until all the students understood it. The time given by the teacher for the research was limited. Consequently, the researcher must catch up all the materials within one month. In conclusion, it could be assumed that the lowest point improvement of fluency was due to the limitation of time.

This finding confirms the previous research conducted by Tengku Nazatul and Rahmah (2013) carried out a study involving 115 pre-TESL students of UiTM Pahang, Kuantan Campus, which aimed to investigate the advantages of employing board games to teach grammar. The result of the study showed that the mean score for the experimental group was higher than the control group. Therefore, the author concluded that board games serve as a useful teaching tool that can be employed in grammar lessons as they offer various positive results in learners. This study is also supported by Yolageldili and Arikan (2011), they saw the efficiency of employing games in teaching grammar to young learners. In the study, the perceptions of 15 Turkish EFL teachers working in primary schools were gathered using the questionnaire method. The findings revealed that the Turkish EFL teachers acknowledged the important contribution of language games in classroom teaching. They also agreed that using games as a means of instructional approach is advantageous for teaching young learners.

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

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the findings, it can be said that the students enjoyed learning to speak using board game. It indicates that board game can be one of the effective media to increase students' interest, make the learning fun, and allow students not to feel shy or timid anymore in expressing their ideas. Moreover, board game provided the situation in which the students can learn while simultaneously practice their speaking during the game. Thus, it can kill two birds with one stone and save the time.

Suggestions

With the regards to the findings, some recommendations are addressed to the teachers and further researchers. Since fluency got the lowest points of improvement among the other aspects; therefore, the teacher can use other media to help the students' to accelerate their speaking fluency in limited time by providing cassette or video with the voice of native speaker so that the students can imitate it. Furthermore, since this study applied board game to improve the students' speaking achievement in recount text, further researchers are expected to apply this technique in another kind of text, e.g. procedure, analytical exposition, or transactional text.

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