

DEVELOPING SPEAKING SKILL FOR COLLEGIANS OF TAMA UNIVERSITY BY USING BOARD GAMES

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Abstrak: Dalam hal berbicara dengan menggunakan bahasa Inggris, banyak mahasiswa yang takut membuat kesalahan. Oleh karena itu, keberanian berbicara bahasa Inggris diperlukan. Pembahasan ini hanya berfokus pada bagaimana dosen dapat meningkatkan keahlian berbicara dengan menggunakan papan permainan. Tujuan penelitian adalah untuk (1) mengetahui cara terbaik dalam meningkatkan kemampuan berbicara pada mahasiswa jurusan Pendidikan Bahasa Inggris di Universitas Tama, (2) menggunakan media papan permainan. Metode yang digunakan adalah Penelitian Pendekatan Kualitatif. Hasil penelitian menunjukkan bahwa: (1) penggunaan media papan permainan di dalam kelas dapat dilakukan agar para mahasiswa lebih mudah menjalankan aktivitas kegiatan berbicara (2) dengan menerapkan media papan permainan kepada para mahasiswa jurusan Pendidikan Bahasa Inggris, maka tingkat kemampuan berbicara mahasiswa tersebut dapat meningkat secara maksimal.

Kata kunci: bahasa Inggris, para mahasiswa, keahlian berbicara, media papan permainan.

Abstract: In the matter of speaking by using English, many collegians are afraid of making mistakes. Because of that, the bravery of speaking English is needed. This discussion just focus to how the lecturer can increase speaking skill by using board game. The purpose of the research is to (1) find out the best way to increase the speaking skill of English collegians at Tama University, (2) using media of board game. The research method was Qualitative Research Approach. The results show that: (1) the use from media of board game in the class could be done so that the collegians will be easier in running the speaking activity (2) by applying the media of board game to the English collegians, so that the level of collegians speaking ability can be increased to the maximum.

Keywords: English, the collegians, speaking skill, media of board game.

PENDAHULUAN

The background of the research is language as a means of communication. This belief leads the English lecturers to teach the collegians how to communicate in English. Therefore, the materials, the methods, the techniques, the activities of the learning should encourage and support the collegians to use English as a means of communication. CLT (Communicative Language Teaching) approach provides various communicative activities in English language teaching. In reality, however, the activities of learning are the traditional models, such as reading aloud the dialogues/monologues from a written transcript, reciting texts, or doing some written exercises.

Speaking is productive skill of language learning. It involves communicative performance and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

Based on the things mentioned above, the researcher tried to make speaking activities more effective for collegians in learning English by determining the techniques which are appropriate and effective to teach speaking. The researcher tried to use speaking board games as a kind of techniques in

teaching speaking. Therefore, the researcher would implement speaking board games in order to improve the speaking skills, as an effort to make the collegians able to use English to communicate. By conducting classroom observation and interview with the lecturer and also the collegians, the researcher found some problems in collegians' teaching and learning process.

Firstly, the lecturer hardly gave the collegians varied activities, such as games, students project, delivering speech, presentation, discussing some issues, outside classroom activities, even listening activities which are actually expected. The activities were, for example, reading some texts from a worksheet and then answering some questions related to the content of the text. Collegians were also asked to do the tasks from the collegians worksheet. However, the lecturer selected the material in the worksheet and gave the materials from the text book.

Secondly, the collegians had less English materials because the collegians depended on the materials given by the lecturer. In addition, the collegians did not try to find materials by themselves to suffice or to accommodate their own needs in learning English. The lecturer also did not encourage the collegians to find another material from other sources, such as, books, newspaper, internet, and soon.

The explanation of Speaking and Games:

a. Problems in Speaking

There are many experts that suggest about problem. One of them says that problem will appear if there is inappropriate between exception and reality. Another defines that a problem will be happen if someone's necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is perceived gap between the existing state and desire state, or a deviation from a norm, standard or status quo, although most problem turn out to have several solution. Problem is a question proposed for solution, anything which is required to be solved or done, or a source of difficulty.

b. Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the full text. They should 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.

c. Definition of Games

A game is an activity with rules, a goal and element of fun. Games are used as simple recreational activities most of the time, but they are not always that simple. They have a reason for being. While performing games, there is always competition to win, rules to follow, and enjoyment to experience. These activities help lecturers to create a better teaching-learning process. They could be presented at different stages of the class at the appropriate moment to create a positive atmosphere while learning without thinking about learning. Lecturers should decide carefully when and what kind of games of collegians are going to perform by analyzing different factors such as the aim of the game, the collegians level of English, and collegians ages, also among others.

d. Who are Games for?

Language learning is hard work. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the lecturer 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.

e. Principles of Using Games in Teaching and Learning Activities

In implementing games into the teaching and learning activities, lecturers should consider some principles in order to make the games effective. Brown games involved in language teaching should be designed appropriately based on the class level and considered the learners interests. The principles are consists of:

1. Selecting the games

Choosing the right game for language subject is an important step for a successful game experience. A game must be more than just fun and able to encourage collegians to focus on the use of language rather than on the language itself. A game also should involve friendly competition so all of the collegians keep involved and interested. A game should give collegians a chance to learn, practice, or review specific language material. Brewster and Ellis suggest guidelines to help lecturers to decide the type of game they like to use:

- a. A game can mostly promote fluency/accuracy.
- b. A game can promote either competition or cooperation.
- c. A game should have an educational aim, i.e. developing concepts, themes, cross-curricular topics, such as citizenship, learning strategies.
- d. Games should be chosen based on the level. Some games are suitable for beginners and the others are for higher level.
- e. Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs collegians?
- f. What materials resources and classroom organization are needed?
- g. Does it focus mostly on practicing pronunciation, words grammar and language functions, language skills or learning to learn skills?

2. Playing the game

Brewster and Ellis give suggestion on how to play games. It includes giving instruction, organizing the class, playing the game, and the lecturer's role. Giving instruction is an important stage in playing a game. Instructions in games should be short, clear, and simple. It is better to use a limited number of keyphrases. A game should be organized well, since some games are played individually, but the others

may requires teams, groups or pairs. Collegians must be taught the language they need to play each game, including language to organize themselves while playing the game. Lecturers can use the guidelines above to decide what type of games will be appropriate for the subjects, to achieve the learn-ing objects. Write that games need to be the mate-rials, the complexity of rules and the playing time.

f. Board Games

1. The definition of board games

This type of games, mainly involves moving markers along a path Lewis and Bedson. 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. Board games have also been used to teach and information about the world in which the cllegians live.

2. The Benefits of Board Games in Language Teaching

Board games can be used in language class-rooms to teach the learners to speak. One of the main goals of language teaching is to equip the collegians with the ability to communicate in the target language. According to Chang and Cogswell, using board games in the language classroom is an ef-fective, low-anxiety, and fun way for the collegians 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. Chang and Cogswell state that board games are adaptable asset in the classroom, because board games 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. The other benefit is that board games can promote language learning through tasks. The tasks are defined here as activities in which:

- a. Meaning is primary
- b. There is a communication problem of some type to solve
- c. The activity has some relationship to real-world activities
- d. Task completion is usually required and
- e. Task performance can be assessed in terms of the outcome.

DISCUSSION

Analysis of Data

In this research, the writer will do some ways below, namely:

- 1) preparing the materials.
- 2) planning the trip of the game.
- 3) determining the beginning and the end of the game.
- 4) designing the route.
- 5) designing complication on the game.
- 6) creating the game board based on the design.
- 7) writing down the rules. Board games can be made based on stories or any topics that are appropriate with the subjects.

Processing of Data

First, lecturer asked some collegians randomly about their activities in the past or at the time in Indonesian. From the collegian's answer, lecturer explained about simple past tense, all at one he distinguished between the function of speaking. From the observation, the researcher found some facts that happened in the classroom during learning process. It could be described as follows: speaking is hard subject and can make collegians confused. So collegians looked bored, most of them didn't pay attention for the lecturer explanation and could not respond the lecturer question. At the beginning when lecturer asked collegians to respond lecturer question.

From the description above, it can be concluded that the collegians participation activity and their understanding about speaking was low during the English subject. Then to make the collegians enthusiastic and easy in learning, the researcher implemented board game to improve collegians understanding on simple past tense.

Then, in this section, the researcher gave tests that contain of 10 items of multiple choices. Lecturers are given 15 minutes to do it. The purpose of the test was to measure collegians' achievement before given an action. Then the result of tests, the researcher calculated with formula below:

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

1. The Collegians' of Understanding on Simple Past Tense Before Being Taught Through The Use of Board Game.

* Collegian's score of the test

After conducting test, the researcher gave score. The correct answer got score 1 and wrong answer got 0 score. The maximum score was 10. Then, after finding the result of the students' test score, the researcher analyzed the score by using percentage of scoring as follow:

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

Then the researcher used five letters: A, B, C, D and E to classify the grade of students' score level as presented on the tabel below :

Table 1. The test result can be seen in the table below:

No	Students Code	Score	Percentage	Letter Score	Category
1	A-1	6	60%	C	Fair
2	A-2	4	40%	D	Less
3	A-3	7	70%	B	Good
4	A-4	5	50%	C	Fair
5	A-5	5	50%	C	Fair
6	A-6	4	40%	D	Less
7	A-7	5	50%	C	Fair
8	A-8	8	80%	B	Good
9	A-9	4	40%	D	Less
10	A-10	6	60%	C	Fair
11	A-11	5	50%	C	Fair
12	A-12	9	90%	A	Excellent
13	A-13	8	80%	B	Good
14	A-14	8	80%	B	Good
15	A-15	7	70%	B	Good
16	A-16	8	80%	B	Good
17	A-17	8	80%	B	Good
18	A-18	4	40%	D	Less
19	A-19	6	60%	C	Fair
20	A-20	5	50%	C	Fair
21	A-21	6	60%	C	Fair
22	A-22	5	50%	C	Fair
23	A-23	6	60%	C	Fair
24	A-24	5	50%	C	Fair
25	A-25	7	70%	B	Good
26	A-26	6	60%	C	Fair
27	A-27	3	30%	D	Less
28	A-28	6	60%	C	Fair
29	A-29	8	80%	B	Good
30	A-30	6	60%	C	Fair
31	A-31	5	50%	C	Fair
32	A-32	6	60%	C	Fair
33	A-33	3	30%	D	Less
34	A-34	6	60%	C	Fair
35	A-35	6	60%	C	Fair
36	A-36	4	40%	D	Less
Total Score		210			
Mean		5.83			

Then from the result above the researcher calculated the achievement of study used this formula:

$$\text{Average collegians result} = \frac{\text{Total of collegian score}}{\text{Number of collegians}} \times 100$$

Table 2. The Category of The Collegians Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 - 100	1	2,78 %	Excellent
2	61 - 80	9	25 %	Good
3	41 - 60	19	52,78 %	Fair
4	21 - 40	7	19,44 %	Less
5	0 - 20	-	-	Poor
		36	100 %	

From the data above there was 1 or 2.78% of 36 collegians got excellent mark. There were 9 or 25 % of 36 collegians got good mark, 19 or 52.78% of 36 collegians got fair mark and 7 or 19,44 % of 36 collegians got less mark. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{N}$$

Explanation:

M = The average of collegians' score

$\sum X$ = Total collegians score was 210.

N = Total of collegians was 36.

The computation of the average score was follow:

$$\frac{210}{36} = 5.83$$

The calculation result shows that the average of collegians' 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 collegians in comprehend of speaking was low. The result of the average score was 5.83. This score was still low from the minimum standard score, it was 6. After giving the test, the researcher intended to use board game to the next activity to make collegians interest and enjoy the learning process.

2. The Collegians of Understanding on Simple Past Tense after Being Taught Through The Use of Board Game.

* Collegian's score of the test

Table 3. The test result of cycle can be seen in the table below:

No	Students Code	Score	Percentage	Letter Score	Category
1	A-1	10	100%	A	Excellent
2	A-2	6	60%	C	Fair
3	A-3	10	100%	A	Excellent
4	A-4	7	70%	B	Good
5	A-5	9	90%	A	Excellent
6	A-6	5	50%	C	Fair
7	A-7	6	60%	C	Fair
8	A-8	10	100%	A	Excellent
9	A-9	5	50%	C	Fair

No	Students Code	Score	Percentage	Letter Score	Category
10	A-10	6	60%	C	Fair
11	A-11	6	60%	C	Fair
12	A-12	10	100%	A	Excellent
13	A-13	9	90%	A	Excellent
14	A-14	9	90%	A	Excellent
15	A-15	9	90%	A	Excellent
16	A-16	6	60%	C	Fair
17	A-17	10	100%	A	Excellent
18	A-18	10	100%	A	Excellent
19	A-19	9	90%	A	Excellent
20	A-20	5	50%	C	Fair
21	A-21	8	80%	B	Good
22	A-22	9	90%	A	Excellent
23	A-23	10	100%	A	Excellent
24	A-24	5	50%	C	Fair
25	A-25	7	70%	B	Good
26	A-26	6	60%	C	Fair
27	A-27	7	70%	B	Good
28	A-28	7	70%	B	Good
29	A-29	10	100%	A	Excellent
30	A-30	7	70%	B	Good
31	A-31	4	40%	D	Less
32	A-32	8	80%	B	Good
33	A-33	7	70%	B	Good
34	A-34	8	80%	B	Good
35	A-35	6	60%	C	Fair
36	A-36	7	70%	B	Good
Total Score		273			
Mean		7.58			

Then from the result above the researcher calculated the percentage of achievement of study used formula. The result was below:

Table 4. The Category of The Collegians Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 - 100	14	38,89 %	Excellent
2	61 - 80	10	27,78 %	Good
3	41 - 60	11	30,55 %	Fair
4	21 - 40	1	2,78 %	Less
5	0 - 20	-	-	Poor
		36	100 %	

From the data above, it could be seen that 14 or 38.89% of 36 collegians got excellent mark, 10 or 27.78% collegians of 36 collegians got good mark, 11 or 30.55 % of 36 collegians got fair mark, and 1 or 2.78% of 36 collegians got less mark. After that, the researcher calculated the mean using the same formula with previous research.

$$M = \frac{\sum X}{N}$$

Explanation:

M = The average of collegians score

$\sum X$ = Total collegians score was 210.

N = Total of collegians was 36.

The computation of the average score was follow:

$$\frac{273}{36} = 7.58$$

The researcher's analysis shows that the average of collegians test result of the cycle was 7.58. The highest score was 10 and the lowest score was 4. The average of collegians test result increased 1.61. It was from 5.97 to be 7.58. Researcher concluded that collegians understanding on simple past tense improved.

CLOSING

Conclusions

1. The ability of English speaking collegians can be increased by using media of board games, so all of thirty six collegians can be active in the learning of English, so the best way to develop speaking skill is by using board game. The collegians can speak English fluently, because the implication of board game to influence the performance learning in English speaking has been successfully and score of the collegian's English speaking can be up and they can improve their best performance learning in English speaking.
2. The lecturer can also get easier to teach English, especially speaking by using board game to all of the collegians. Beside of that, in the classroom, the collegians are not again afraid in learning English, because they can feel fun and comfort in studying English, especially in Speaking English, also they can be brave to share many ideas that they have in their own brain.

Suggestions

1. To the lecturers in order to use the best way to develop speaking ability for the collegians, namely by using board game: (a) The lecturer must pay attention to the learning model of board game to improve performance learning English speaking of the collegians, so the collegians can be better in speaking English (b) for lecturer who could monitor their collegians in teaching English speaking and also monitor their collegian's progress in learning English also to provide input to the lecturers about the importance of the development of educational technology in the learning process of English language support in order to improve the quality of learning process that is expected to support the achievement of increased output and competitiveness of University.
2. To the lecturer in order to explain board game clearly and then give them a lot of exercise to make collegians understand, so that it will help in understanding the importance for improving performance learning English speaking.

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