

**THE EFFECT OF USING BOARD GAME ON THE SECOND YEAR
STUDENTS' SPEAKING ABILITY AT SMP IT AL- IHSAN
BOARDING SCHOOL**

Sathia Juliana Fithri, Marzuki, Afrianto

sathia.jf@gmail.com , marzuki.england@gmail.com, afrianto.a@lecturer.unri.ac.id

Phone Number: 085271499504

*English Study Program, Teachers Training and Education Faculty
Universitas Riau*

Abstract: *This study was aimed at investigating the effect of using Board Game on the second year students' speaking ability at SMP IT Al-Ihsan Boarding School, Siak Hulu, Kampar. This study was an experimental quantitative research. The population of this research was all the second year students at SMP IT AL-Ihsan Boarding School. This research was conducted by applying Board Game in teaching speaking to the experimental group (Qodisiyah Class) selected by employing cluster random sampling method. There were 17 students in experimental group who had a pre-test, then they were taught by using Board Game, and they finally had a post-test to see the increase of their scores. After all data were collected, the researcher calculated them by using t-Test method in Ms. Excel 2010. With the t-Test score was 4.41, it can be concluded that there was a significant effect of using Board Game on the second year students' speaking ability at SMP IT Al-Ihsan Boarding School that could be seen from the improvement of students' scores in post-test.*

Key Words: *Junior High School Students, Speaking Ability, Board Game*

DAMPAK PENGGUNAAN *BOARD GAME* TERHADAP KEMAMPUAN BERBICARA SISWA KELAS DUA DI SMP IT AL- IHSAN BOARDING SCHOOL

Sathia Juliana Fithri, Marzuki, Afrianto
sathia.jf@gmail.com , marzuki.england@gmail.com, afrianto.a@lecturer.unri.ac.id
Phone Number: 085271499504

Program Studi Bahasa Inggris, Fakultas Pendidikan dan Ilmu Pengetahuan
Universitas Riau
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Abstrak: Penelitian ini bertujuan untuk mencari tahu dampak penggunaan *Board Game* terhadap kemampuan berbicara siswa kelas dua di SMP IT Al- Ihsan Boarding School, Siak Hulu, Kampar. Ini adalah penelitian eksperimen kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas 2 SMP IT Al- Ihsan Boarding School. Penelitian ini dilakukan dengan menerapkan *Board Game* dalam kegiatan mengajar berbicara pada grup eksperimen (kelas Qodisiyah) yang dipilih menggunakan metode *cluster random sampling*. Ada tujuh belas siswa di grup eksperimen tersebut yang diberikan sebuah *pre-test*, lalu diajarkan menggunakan *board game* dan diberikan *post-test* untuk melihat peningkatan nilai siswa. Setelah semua data dikumpulkan, penulis menghitungnya dengan menggunakan metode t-Test pada Ms. Excel 2010. Dengan hasil t-test mencapai 4.41, maka dapat disimpulkan bahwa ada dampak yang signifikan penggunaan *board game* terhadap kemampuan berbicara siswa kelas dua SMP IT Al- Ihsan Boarding School yang dapat dilihat dari peningkatan nilai siswa pada *post-test*.

Kata Kunci: Siswa SMP, Kemampuan Berbicara, *Board Game*

INTRODUCTION

Language has an important role for human life. People express their ideas, emotion, and desires by using a language. Language is used as a medium to interact with one another to fulfil their daily needs. English has been the most important language in international communication. People all over the world speak the language when they meet one another in many international meetings, workshops, or conferences. Many countries in the world have set English as one of the compulsory subjects studied at school. Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied in junior high school up to the university level.

The 2006 curriculum states that English has many functions. One of them is meant for the students to be able to prepare themselves to continue their studies to the next level. The final objective of teaching and learning process in English is that students are expected to master the four skills of language: listening, speaking, reading, and writing (Effilius, 2014). Teaching and learning process will be successful if they are supported by a proper method that is used in teaching English, sufficient teaching facilitates, interesting media, and supportive school environment.

To be a successful language student is not easy, since many English classrooms are probably still taught in an inappropriate method. This fact can be seen, for instance, at the second year students at SMP IT Al- Ihsan Boarding School, Siak Hulu, Riau Province. Although they have been studying English for more than a year, they are still unable to use English in interacting with their teacher in the school. Based on the researcher's experience during her teaching practice, the second year students of SMP IT Al- Ihsan Boarding School tend to be silent when the teacher tried to interact with them in English.

In fact, in learning English, speaking skill is important for the students. This is because only by good speaking skills can the students express their ideas, spell the words, and participate in a class discussion. Therefore, it is important for teachers to think about a suitable method of teaching which can motivate students to learn. In other words, the teachers are obliged to choose a suitable approach, strategy, and method in order to achieve the teaching purposes effectively, and the use of an interesting media will make the students more motivated to study. The teacher can use some methods in the teaching learning process to help the students' understanding about the material that is being explained. Furthermore, the teachers have to prepare interesting aids before teaching learning process.

Nedved (2012) states that the learning process should be enjoyable in order to maintain and protect students' motivation in learning. There are various kinds of media which are used by the teacher in teaching speaking. One of the media which is used in speaking is game. According to Hornby (1995) game is an activity that is done to have fun. One of the games is board game. Board game is a game that involves counters or pieces moved or placed on a pre-marked board according to a set of rules. It can be based on pure strategy, chance, and usually have a goal that a player aims to achieve (Giersch, 2014).

In this research, board game is a game with a board, which has some boxes where instructions and questions are written in each box. A board game can be defined as something or an instrument that is used to attract students' attention to follow the teaching and learning process, because a board game can make the students more

focused in learning and they do not feel that they are forced to learn. The game also enables learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Considering all of these issues, the writer was interested in conducting an experimental research entitled “The Effect of Using Board Game on the Second Year Students’ Speaking Ability at SMP IT Al- Ihsan Boarding School”

METHODOLOGY

This research was conducted from July 25th to August 18th 2016. It took place in SMP IT Al-Ihsan Boarding School which is located at Jl. Kubang Raya, Siak Hulu, Kampar. This study was conducted for eight meetings and each meeting took 2 x 40 minutes, so total was 640 minutes. This study belongs to an experimental research. Experimental research is a research method that is used to find out the effect of a particular treatment over another in a runaway condition (Sugiyono, 2011). The researcher used the one-group pretest-posttest design to identify the effect of board game to second year students’ speaking ability of SMP IT Al- Ihsan Boarding School. To do the treatment, one-group pretest-posttest design with no control group was applied. There is only one group to be experimental group. The one-group pretest-posttest design involves a single group that is pretested, exposed to a treatment, and posttested. The success of the treatment is determined by comparing pre-test and post-test scores (Gay and Airasian, 2000). There was a sample group that was pretested, then was given a treatment and posttested in the end of the study. After conducting the data to find out students’ ability, the researcher assessed the pre-test and post-test score to see the difference.

The population of this research was the second year students of SMP IT Al Ihsan Boarding School. Population is a group of interest to be researched (Gay and Airasian, 2000). The population included all the second year students in the academic year 2016/2017. Sample is a part of a number and characteristics possessed by population (Sugiyono, 2011). Sample must be a representative of the whole population. In this research, the researcher needed a class to be an experimental class in order to apply board game. As the researcher cannot make a new class to apply the research, the researcher used cluster random sampling. Cluster random sampling is a sampling technique where the entire population is divided into groups, or clusters randomly selected (Gay and Airasian, 2000). The researcher used one class as the experimental class. The researcher wrote “sample class” on one of 10 small pieces of paper, rolled them and put them in a box. The researcher called all the chairmen of each class to pick one paper. At the same time, they were asked to open them. As the result, class VIII Qodisiyah was chosen the experimental group which the total number was 17 students.

The instrument in collecting data in this research was oral test. Oral test is a method which is used to measure competence, knowledge, intelligence and ability of talent which is possessed by an individual or group to collect data (Suharsimi, 2010). The test was in form of interview questions. The questions for pre-test and post-test were same, they were:

1. Who is your favorite teacher in this school? Tell the reason why you like him/her!
2. What do you think about Valentine’s Day? Should we celebrate it? Why?

There are five components of speaking to be scored in this research: pronunciation, grammar, vocabulary, fluency and comprehension. The scores were given by three raters who are competent in speaking proven by their IELTS scores. To analyze the students' speaking ability, the following formula is used:

Table 1. The Categorized Level of Speaking Ability

No	The aspect of speaking to be evaluated	The score range
1	Pronunciation	5 : 4: 3 : 2 : 1
2	Grammar	5 : 4: 3 : 2 : 1
3	Vocabulary	5 : 4: 3 : 2 : 1
4	Fluency	5 : 4: 3 : 2 : 1
5	Comprehension	5 : 4: 3 : 2 : 1

(Harris, 1974)

To determine the score, the raters used the categories as follows:

Table 2. The Aspects of Speaking

Aspect	Score	Explanation
Pronunciation	5	Has few traces of foreign language.
	4	Always intelligible, though one is conscious of definite accent.
	3	Pronunciation problems necessitate concentrates listening and occasionally lead misunderstanding.
	2	Very hard to understand because of pronunciation problem.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him self to basic patterns.
	1	Error in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.

	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5 4 3 2 1	Speech as fluent and effortless as that of a native speaker. Speed speech seems to be slightly effected by language problems. Speed and fluency are rather strongly effected by language problems. Usually hesitant; often forced into silence by language limitations. Speech is so halting and fragmentary to make conversation virtually impossible.
Comprehension	5 4 3 2 1	Appears to understand everything without difficulty. Understand nearly everything at normal speed, although occasional repetition may be necessary. Understand most of what is said at slower than normal speed with repetition. Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. Cannot be said to understand even simple conversational English.

(Harris, 1974)

The whole data collection process took four weeks to complete. In the first meeting, the experimental group had a pre-test regarding their ability in giving opinion and describing things around them. Since raters could not come during the pre-test, the researcher recorded students' answers using recorder. From the second to the seventh meeting, the students were taught speaking by the researcher that involved asking and giving opinion and describing things around them by using textbook and board game. The first one hour was spent on textbook and the remaining one hour was spent on board game. There were two board games used in two meetings every week and altogether there were six different board games used throughout meeting two until meeting seven.

The board game started with the introduction of the rules and regulations of the games to make sure the students know the rules that would lead to a better use of the board games. The board games were designed in A 3 size. The concept of board game is similar to snake and ladder game where the winner was the first person who reached the finish box. The students were divided into a group of four. All groups were given a board game and a dice to play with. Unlike the snake and ladder games, the board game consisted of various questions that asked the students to give their ideas on giving opinions and describing things. The player had to answer the questions as he moved forward. Every time the player stopped, s/he would have to answer the question. After one player finished answering the question, another player would take his/her turn. At the eighth meeting, students in experimental group were gathered in one room to have a post-test. Same with pre-test, the answers by students were recorded by the researcher and the recordings were given to raters to be assessed.

The data were analyzed by using statistical analysis. In order to compare the results of students' speaking ability in the pre-test and post-test, the t-test technique was used in Ms. Excel 2010. The complete results were obtained through Ms. Excel 2010 including mean, t-test score and the reliability and validity of the data. The researcher chose t-test to compare the difference of students' scores in pre-test and post-test.

The formula of t-Test:

$$t = \frac{x_2 - x_1}{\sqrt{\left[\frac{(n-1)s^2 + (n-1)s^2}{n+n-2} \right] \left[\frac{n+n}{n.n} \right]}}$$

RESEARCH FINDINGS & DISCUSSIONS

After the data were obtained, they were calculated by using Ms. Excel 2010. It was found out the score of each aspect on pre-test and post-test. The following tables describe the scores on pre-test and post-test:

Table 3. The Scores of the Students' Ability for Each Aspect of Speaking of Pre-Test in Experimental Group

No	Aspects of Speaking	R1	R2	R3	Total Score	Average Score of 17 students
1	Pronunciation	5.00	4.88	4.82	14.70	4.90
2	Fluency	4.18	4.4	4.71	13.29	4.43
3	Comprehension	5.41	4.59	4.65	14.64	4.88
4	Grammar	4.47	4.06	4.11	12.64	4.21
5	Vocabulary	3.47	4.00	4.17	11.64	3.88

Table 4. The Scores of the Students' Ability for Each Aspect of Speaking of Post-test in Experimental Group

No	Aspects of Speaking	R1	R2	R3	Total Score	Average Score of 17 students
1	Pronunciation	5.70	5.32	5.64	16.70	5.56
2	Fluency	6.35	5.70	5.94	18.00	6.00
3	Comprehension	6.41	6.29	6.05	18.76	6.25
4	Grammar	5.11	4.94	4.94	15.00	5.00
5	Vocabulary	5.76	5.70	5.64	17.11	5.70

The 2 tables show that there are quite differences between the scores of the pre-test and post-test in experimental group. The improvement of the scores is quite significant because during the treatment the students showed their interest in learning by using board game. The lowest score of both pre-test and post-test of the experimental group are in vocabulary and grammar aspects.

The mean scores of the students in pre-test and post-test of experimental class were $X_1 = 66.88$ and $X_2 = 85.58$. On the other side, the standard deviation of pre-test and post-test were $SD_1 = 16.10$ and $SD_2 = 9.67$. The comparison between the scores of pre-test and post-test in experimental group can be seen from the table below:

Table 5. The comparison between the scores of pre-test and post-test

Pre-Test	Post- Test
N = 17	N = 17
$X_1 = 66.88$	$X_2 = 85.58$
$SD_1 = 16.10$	$SD_2 = 9.67$
$S_1^2 = 259.48$	$S_2^2 = 93.63$

After that, t-test can be calculated by using the following formula:

$$t = \frac{X_2 - X_1}{\sqrt{\left[\frac{(n-1)s^2 + (n-1)s^2}{n+n-2} \right] \left[\frac{n+n}{n.n} \right]}}$$

In this research, the writer used the level of significance at 0.05 (5%). After being calculated, the value of t-test was 4.41 (Appendix VII), whereas the value of t table on the degree of freedom (df) 16 was 2.03. The t table was calculated by using the formula:

$$\begin{aligned} T \text{ table} &= n - 1 (\alpha 5\%) \\ &= 17 - 1 (\alpha 5\%) \\ &= 2.03 \end{aligned}$$

Because the t-test was higher than t table, the alternative hypothesis regarding of using board game was accepted and its null hypothesis was rejected.

$$\begin{aligned} t_{\text{observed}} &= 4.41 \\ t_{\text{table}} &= 2.03 \\ t_{\text{observed}} &> t_{\text{table}} \end{aligned}$$

Therefore, it can be concluded that using board game significantly affects speaking ability of the second year students of SMP IT Al-Ihsan Boarding School.

The result of the T-test table and the students' average score in each aspect of speaking showed an increase of students' speaking ability after applying board game as media in speaking activity. It can be seen that the correlation of using board game as media for the students' speaking ability is very strong (4.41).

According to the result, the lowest score of the aspects of speaking in pre-test and post-test were vocabulary and grammar. In the learning process, students were unable to translate the word into English and it made them difficult to utter their ideas. Moreover, it can be seen that the students found difficulty in using appropriate grammar that led to misunderstanding in communication. Meanwhile, the highest score in pre-test and post-test were pronunciation and comprehension. It is as a result of the activity of what students did during the learning process. They were asked to practice pronouncing as many words as they said that were related to the topic.

In addition, the aspect that has significant increase in the post-test is vocabulary. After applying board game, students were familiar with the words related to the context and they were able to utter their ideas easily and were able to transfer the information they had to each other.

The improvement of students' scores in pronunciation, grammar and comprehension aspects are quite good. However, the students tended to make an error in pronouncing some words. In fluency aspect, the students made an improvement even if it was not as big as their improvement in vocabulary aspect.

Since board game is almost the same like snake and ladder game, the students were motivated to speak more by using appropriate words as correct as possible as seen during the researcher's treatment classes. It can be stated that students felt motivated to speak as much as they could in a fun way.

Therefore, it can be concluded that there is a significant improvement of students' scores in speaking ability after using board game.

CONCLUSIONS AND RECOMENDATIONS

After analyzing the data of this research, some conclusions can be drawn. Based on the research findings, it can be shown that board game is effective to teach speaking since there is an improvement that the students made on speaking about asking and giving opinion and describing things. It can be seen from the increase in the post test score which was 85.58. Meanwhile, the pre-test score is 66.88. Moreover, it can be seen that there was very strong correlation between board game as a media and speaking ability in order to know the effectiveness of board game on the students' speaking ability.

Furthermore, it was found out that the score of t-test (4.41) was higher than the t-table (2.03). It means that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, there are significant effects of using board game to improve speaking ability of the first year students of SMP IT Al-Ihsan Boarding School Siak Hulu.

For those reasons, it can be concluded that the implementation of board game has beneficial effect in teaching speaking. So, the research question is answered that board game is effective in teaching speaking and giving a good effects for the improvement of students' speaking ability.

Recommendations

Based on the results of this research, the writer would like to offer several recommendations. The recommendations are expected to be beneficial for the teachers and students in teaching and learning English especially in teaching speaking. Firstly, teachers should give more time for speaking practice. By practicing speaking in class, students can get used to speaking in English. Board game can be an alternative way to teach in the classroom. It can also be a consideration to apply board game in speaking activity in order to have variations in doing classroom activities.

Secondly, due to the lowest scores in grammar and pronunciation aspects, it is recommended that the teacher should also concern on the students' understanding of the tenses used in the expressions of asking and giving opinion and describing things. Moreover, in order to improve students' pronunciation, teacher should give a good example in pronouncing words correctly.

Thirdly, it would be a great idea for the teachers and following researchers to apply board game in different context in teaching speaking. As the number of sample was quite small, it is suggested if board game is applied for larger number of sample by the next researchers by applying board game for two groups; control group and experimental group. It is expected to find the result more comprehensive data.

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