

**THE USE OF BOARD GAME MEDIA IN TEACHING SPEAKING
(AN EXPERIMENTAL STUDY ON SECOND GRADE OF SMAN 1
KLUET TENGAH)**

THESIS

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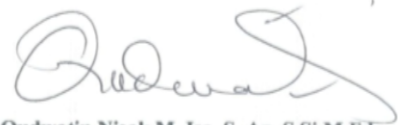
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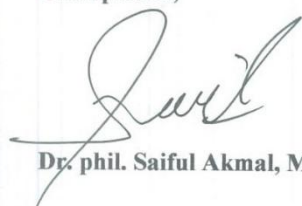
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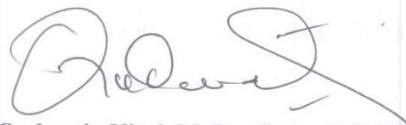
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ABSTRACT

This study was aimed to know the effect of using Board Game Media in teaching English speaking to promote students' speaking ability and motivation, also to know the students' attitude toward the implementation of board game media in teaching speaking at SMAN 1 Kluet Tengah Manggamat, South Aceh. This research is pre-experimental research. This research only need one class as an object with five meeting in implementation the board game media. The data collection techniques were performance based test before and after the treatment, and the questionnaire. Based on the quantitative data, the students' speaking score for each indicator was increased. The average score of pretest is 11.44, and the average score of posttest is 17.39. It shows that the posttest's mean is higher than the pretest's mean. The result show there was a positive effect of students' speaking ability through using Board Game media. Based on questionnaires answer, the result of the research showed that the use of board game media in teaching speaking has many positive effects to the students, such as :the students are more motivated in learning; more skillful because the interest of learning increases; easy to understand the material; giving the opportunity to all students to get a fair turn in practicing the material; eliminate boredom in learning; encourage the idea of new ideas; facilitate students in remembering and practice the material in daily life. They also learn enthusiastically in teaching learning activities. they showed positive attitude toward the implementation of board game media.

Keywords: *speaking skill, board game meda*

CHAPTER I

INTRODUCTION

A. Background of Study

English is a foreign language in Indonesia which has been taught from elementary school as a local content, junior high to senior high school as a compulsory subject, up to the University. People realize that the teaching of English is very important right now and need more attention. In learning English, there are four skills (listening, speaking, reading, and writing) and complement, namely: grammar, pronunciation and vocabulary.

The problem is the students in school are not really keen on learning English language because they feel too hard to understand and to practice it, especially in speaking skill. Based on my interviewed result with three senior high school and two junior high school students, they were less motivated to be active in speaking class, because the way that teacher taught them was not really interesting. The teacher only told them how to pronounce vocabularies, and then came forward, sat in pairs, and made a conversation about the topic that teacher has chosen before. As the result, the students just felt bored because the teacher did not use interesting media, and no variation in teaching learning process. They also felt that English speaking was really difficult to practice. I also asked some students who took micro teaching practice at school. According to them, the teachers in the school that they were practicing at, were less care about their students' English speaking skill, the teacher only gave material, explained little, and then asked the student to read or write the material. For example, the teachers only gave some vocabularies, pronounced it, and asked students to write and practice the pronunciation. The students felt bored and less motivated in learning. These may affect students' motivation in learning speaking, and students' achievement in speaking as well.

To anticipate those all, teacher is necessary to apply an interesting method in teaching speaking. One of the method that can be used is by using interesting media, such as Board

Game. It is an exciting media that I think relevant for students to increase their motivation in learning speaking. Even there is no best method as Stevick argues (quoted by Freeman (1986 p.1):

“What should be the goal of language instruction? Which language teaching method will be the most effective in reaching it? What is the best means of evaluation to see if it had been reached? There is no single correct answer the question like these. Each of you has to answer them for yourself. We believe, however, that a teacher informed about of the possibilities will make better decision. Making informed choices is, after all, what teaching is all about”.

As the English teachers, we must make decision to choose language teaching method and media are the most effective. Especially in teaching speaking, the writer proposed a study that is teaching speaking by using Board Game Media. This media is used for the purpose of helping students in increasing their motivation in speaking. There is a game activity in Board Game media. this game have simple components like a board with colorful box pictures, small puppets and dice for showing how many steps should the player move, and also some colorful card. The way to play board game is the students sit in many groups, one group get one Board Game media, then the players in that group throw the dice and move their puppet base on the dice eye, then the player take a card base on what color his or her puppets stop in the box, and in the card has instruction or picture to discuss and describe orally. And every day, the instruction in the card will be various. In this research, board game is the same as I explained before, this game used as a media in learning speaking, which has many instructions about speaking class on the topic describing people.

Rahmawati, (2012) did a research in fourth grade at SD Muhammadiyah Pepe Bantul Yogyakarta. Her research showed that the students speaking ability were increased by using Board Game. Not only her, Phinandita, F & Kusumawardhani, R also carried out this research, but she only use one simulation board game, but in different instruction in each card. Fung (2016) also conducted a research on Board Game, she states that “ESL learners often experience anxiety and feel uncomfortable when speaking in the target language”. The

result of her study was “the board game is a useful tool to engage learners’ participation in class and to enhance the speaking ability of low-proficiency ESL learners”.

From the explanation, I decided to apply this media to the senior high school students. The media would use various instructions in the cards. I want to know the effect of using board game media in teaching speaking to promote students’ speaking abilities and motivation in learning, and I want to know the students’ attitudes in learning speaking by using board game media.

B. Research Questions

The research questions are formulated as follows:

1. What are the effects of using Board Game Media in Teaching English to promote students’ speaking ability?
2. What are the students’ attitude in learning speaking by using variation of Board Game Media?

C. The Purpose/aim of Study

The aim of this research are:

1. To know the effect of using board game media in teaching English speaking to promote student’s speaking ability and motivation.
2. To know the students’ attitude toward the implementation of board game media in teaching speaking.

D. Significance of the Study

This study has both theoretical and practical significance:

1. The theoretical significance of this study is that the result will give theoretical information about the important of Using Board Game Media in Teaching English speaking.
2. Practically, the result of the present study are useful for :
 - a. The teacher as an alternative way of teaching speaking.
 - b. Giving the student an interesting technique of presenting the material in order to improve their ability to master English speaking.
 - c. Improving the writer's perception and understanding on teaching learning strategy.

E. Terminology

Based on the previous explanation, this is a list of terminology or words that I need to explain the meaning.

1. Board Game

Board game is a game media which has simple components like a board with colorful box pictures, small puppets and dice for showing how many steps should the player move, and also some colorful card. In this study, board game is used as a tool used in learning speaking, the students describe someone according to the instructions provided in the card.

2. Speaking.

Speaking in this study means one skill that is taught in English subject at second grade of senior high school. The topic is describing something or someone, give opinion and or expressing the idea to others people about a picture

Nunan, as quoted by Suryani, A. (2014, p. 17) “Speaking is the as oral interaction, which are conventional ways of speaking information, expressing our ide, and thought have in our mind.”

CHAPTER II

LITERATURE REVIEW

A. Speaking skill

There are some definitions about speaking, Brown (2001, p. 267) states that speaking is the process of conveying information, receive and construct meaning from such information, the interactive process is done by the speaker directly and the listener are present. Almost the same as the explanations above, Poerdarminta (2007, p.14) states that speaking is the skill to talk or to speak, with the main purpose is to convey information or messages to others with clear sound, clear information, and the listeners are understand with the result that the communication is good and proper intertwined.

Speaking is an indicator of one's skill in learning a second language. Nunan (1999, p. 255), states that a person who has learned a second language can measure his/her proficient in second language by speaking skill. Bygate (1987), as cited by Leó & Cely (2010), states that "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages". It is show the important of speaking in learning a second language. Byrne (1984, p.9) stated that "The main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. To attain this goal, the students had to move from the stage where they merely imitate a model or respond to cues to the point where they could use the language to express their own ideas". That opinion became a reason fo Leo & Cely to conduct research projects at Cambodian school, which is to improve students' speaking skills by using games, more specifically mentioned Board Game. The result of their study was the board game media can be used as an effective media to improve students speaking skills.

Nunan (1991, p. 51) states that "success is measured in terms of the ability to carry out a conversation in the (target) language". The basic indicators of a person considered to

have the ability in target language according to Nunan is the ability to speak. That is why the learners should take care about speaking skill in learning any target languages, while the teacher is required to provide appropriate and effective methods and ways to improve students' skills, because students speaking skill become the teachers duty in the speaking class to help the students in practicing foreign languages quickly and precisely

1. Elements in speaking.

In his book, Harmer (2001, p.269) states that the talk is the ability to convey information and knowledge of the language features. There are two elements in speaking, the language features and mental or social aspect.

The language features has some aspects such as: Connected speech; Expressive devices (which mean that the speaker needs to put different emphases between the sentence phrases that he say in expressing feelings, the appropriate speed and the good volume of his sound). Not only that, in conveying information and feelings, sometimes needed body language and various nonverbal aspects; Lexis and grammar or rules in the standard target language sometimes has some difference when using it in speaking. A teacher should be able to explain to his students the differences use of language rules in formal oral and informal ones. So that students are able to use language in context. A teacher should also understand his or her students about the difference of written and oral language rules; and Negotiation language.

Another elements of speaking is mental / social Processing. This element divided in language processing and interaction with other. Language processing involves the process of taking words, phrases from the speaker's memory. Then the Interaction with other, means most of speaking is by talking or direct interaction (face-to-face) to be mutual understanding with each other.

2. What Makes Speaking Difficult.

In his book, Brown (2007) states that there are many things that make a person difficult to speak in the target language. They are as follows:

- a. Clustering. Speaking fluently is not just a word for word, but a phrase for phrase. Students should be able to manage their own output, both cognitively and physically.
- b. Redundancy unnecessary phrases and repetition of words with the same meaning.
- c. Reduced forms (Will be a big problem for speaker or student in speaking lessons when they are reduce contractions, elites and vocals. Then, they will look stiff).
- d. Performance variables. Speaker must understand about performance variables while being a speaker, an attitude of doubt, pause, repetition, and correction.
- e. Colloquial language. A speaker should make sure that he is familiar with and knows the frequencies and idioms that are often used in daily life in foreign languages.
- f. Rate of delivery. This part is also important, the speaker in conveying the information should use the right speed, not too fast and not too slow.
- g. Stress, rhythm, and intonation. Speaker should be able to regulate the pressure, rhythm, and intonation that is spoken in a foreign language. So that the delivery of information more effectively accepted by the listeners.
- h. Interaction. Speakers are required to have the creativity of negotiating a conversation.

By knowing the points that mentioned above, every target language teacher should be more observant in determining a good strategy in teaching and training the students learn to speak primarily in speaking class.

3. Types of classroom speaking performance.

Brown (2007), he divides classroom speaking performance into six categories:

- a. Imitative, intent is an exercise done in a class whose focus includes intonation, vocals, and so forth. This types focusing on same particular elemnt of language form.

- b. Intensive, this is done in pairs with friends or other students, aiming to practice speaking in a foreign language, on a topic that is based on teacher's direction. This types directed the students to practice some grammatical aspects of language.
- c. Responsive, means the teachers teach how to respond and comment on a statement or a topic.
- d. Transactional (dialogue, aimed at exchanging information).
- e. Interpersonal talks, are also conducted in the form of dialogue, but more complicated. The students not only practice talking to convey information, but also must be able to distinguish the language, master the slang word, ellipsis, sarcasm and other. So it will omit misunderstood when they interact with others who use a foreign language.
- f. Extensive. This is the highest or advanced level, because students do it in the form of monologues. Oral reports, summaries, or even short speeches are also required.

The types of speaking performaces as explained above rang from the simple and controlled activities to the complex and creative activities. the teacher shoud understand which about those class in teaching the material of speaking in order the students are able to participate the teaching learning process.

4. Principle for teaching speaking skills.

Brown (2007), also explained Principles for Teaching Speaking:

- a. Focus on both fluency and accuracy, depending on your objectives. Which means the extent to which your students' speech are, in accordance with the target language. Here is become the duty of teachers to improve and teach their students, to train the students be aware and willing to correct themselves for the better.
- b. Provide intrinsically motivating techniques. It means a teacher must be able to grow the spirit and interest of their students in learning the target language.

- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening. Talking is closely related to listening, so both skills must be often tied up.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

In teaching the learning process, teachers must keep in their mind that a lot of mistakes students made while learning a foreign language is a usual. That why teachers are expected to understand the principles in language learning especially in speaking, so that language learning will be more effective and make students feel happy to learn. Because to make the students able to learn well is by growing their motivation, so that the process of teaching and learning is not only as a process of transfer of knowledge activity, but hopes that the process can be enjoyed and feels good for students.

5. Characteristics of a successful speaking.

The teachers need to know the characteristics of successful speaking activity, because it is important, According to Penny Ur (1991, p. 120), there are some characteristics of successful speaking activity: the learners talk a lot, the participants are even, the motivation is high, and the language is of an acceptable level.

Teachers provide many opportunities for their students or for the learners to talk a lot and interact with a second language in the classroom or anywhere in the learning process. Because this is the hallmark of success in training target language to the students. (In fact, there are some teachers do not give their students time to speak the target language, even the teacher is the most talked in the classroom when the learning process takes place. Things like that should be avoided).

In teaching the language, a teacher gives the opportunity to practice the language to the students equally and fairly, so that all students will be able to get equal opportunities in speaking practice. In other word, all the participants are even.

The last characteristic of successful speaking are motivation and language, the motivation is high which can see that the students in the speaking class are very active and enthusiastic in practicing speaking. They have a high motivation and interest in target language lessons. And language is of an acceptable level for them.

6. Problem with speaking activities.

Still according to Penny Ur (1991, p. 121) there are some problems with speaking activities in the speaking class: students' inhibition, nothing to say, low or uneven participation, and mother tongue use.

The first is students' inhibition. Sometimes, when a student is talking, for example like give a speech in front of the class, most of student will feel insecure or even stage fright. Students' are afraid to speak in front of their friends, they afraid to do mistakes, fear of being laughed at by the audience and fear of being criticized, these caused the student inhibition. The students' inhibition is a big problem that students face in learning to speak.

The second problem is most of the students don't have any idea to talk or they have nothing to say. Students will feel that they have no basic knowledge or background knowledge about the topic given by the teacher to talk about. This is the result of disbelief in self-ability, so that even if the student is an expert on the topic, but because of his poor mindset, it will prevent him from speaking.

The third is the learners or participants are low or uneven participation. In the classroom there will usually be active and vigorous students, constantly trying to learn and seek the attention of the teacher. So students who are shy and afraid to speak will remain silent and even happy because they have no chance to speak.

The last problem with speaking activities is the mother-tongue use. Some students are hard to practice the target language because the mother-tongue of their first language is different with the target language. Sometimes there are students in the class who do not want to use the target language when talking, some of them are still use their mother tongue. These students need to get serious attention from the teacher, because his attitude will be bad for foreign language skills.

In the conclusion, the teacher should know the students problem with speaking skill, then help them to solve their problem. What the teacher can do to help to solve some of the problems in teaching speaking class? These are suggestion by Penny: Use group work; Base the activity on easy language; Make a careful choice of topic and task to stimulate interest; Give some instructions or training in discussion skills; and keep students speaking the target language.

7. Components of speaking.

If someone desires to have English speaking skill, he must master the vocabulary, grammar, fluency, comprehension and pronunciation. The first one of the most basic things in speaking skills must be the master by students in order for students' speaking skill to be better and more effective when they practice is foreign language vocabulary. It is very important and also very basic, Nagy and Stahl (2005) states that students who are mastering foreign language vocabulary or second language, surely it's better in speaking skills.

The students, when they practice speaking skills, even they know much about the vocabularies, grammar, fluency, and so on but most of them are incorrect when they pronounce it. What are the factors within learners that affect pronunciation? The following is the factor the authors summarize from Brown's book (2007). The factors are: native language, age and exposure, innate ability phonetic, and motivation language ego.

The first factor is native Language. The students' first language with the target language certainly has quite differences, so the teacher must be able to master the language sound system so that the teacher can help their students to correct mistakes.

The second is Age & Exposure. Teachers must pay attention to the learners, including their age. Because age is also very determine the success of student learning. If the student's age is young, it will usually be able to speak the target language because they are good in accent. but if the students are old or adult learners, it will usually be difficult to say a new accent because their subconscious is already familiar with their mother tongue accent, even they are acquire the target language better than the children, but they will use the accent in their first language while they practice the target language.

Then innate ability phonetic also become the factor within learners that affect pronunciation, each student there are different abilities. So here is demanded carefulness of teachers in seeing and giving advice to their students in order to improve themselves.

The last factor is Motivation & Language Ego. Teachers should be able to use appropriate strategies to motivate their students to learn. If students have high motivation, surely the student will try to improve themselves in the lesson. However, if motivation is low, students usually do not care and do not want to try hard to correct their mistakes.

In conclusion, there are many thing that related to the speaking, the teachers should know every aspects in speaking class, then they can apply good method and media in teaching learning process. So that students have good English speaking skills can be an important asset for their future.

B. Board Game Media

1. Definition of Media

The word of media derives from the Latin word, "Medius". Medius means intermediary, mediator, medium and so on. In simple explanation, the media is defined as an intermediary or means to obtain a goal. Arsyad (2014) explains the definition of media in more detail, which can be interpreted as "a tool for capturing visual and verbal information, processing it as well as rearranging the information by using tools such as graphics, photographic, or electronic".

Gagne and Brigs, as cited in Arikunto (2006 p.60), media is "a component of learning resources or physical vehicles containing instructional materials in learners' environments for learning". In line with this, Arikunto explains that it is a necessary to use a useful medium to support teaching learning activities, increase the effectiveness of communication and interaction processes, and connect the various components of teaching learning activities for students.

To sum up, media is defined as an intermediary or a tool to get a goal. In this case, media is one of the learning tools that help the students and teachers in the learning process to achieve learning objectives. Media in learning is used as a tool and should be tailored to the needs of students in learning. Thus, a teacher must be able to choose the right media as a means of channeling information from material presented to the students in the learning process.

2. Advantages of Media in Teaching and Learning Process.

A professional teacher definitely expect their students to be motivated and absorb the lessons that they teach as maximal as possible. By using media in accordance with teaching

materials, the teacher are able to attracts students' interests, the lessons taught will be effective and maximal, also fun.

Without media usage, the teaching learning process will be long time-consuming and take much the energy of students and teachers, also caused boredom in learning. But, with the media, the passion and motivation of students will be maintained and students also helpful to get the skills. Rosyidi (2009) explains that the aims of media is to make the information to be communicated and acceptable as much as possible by the students. So that students are not bored. He also stated that to present the subject matter in order to attract students, facilitate them in interpreting the data effectively, and to help the students in improving their understanding in the lesson, the right media is needed the right media. By created a fun learning media, students become active and creative. In summary, he explains that in essence, the media in learning is used by a teacher for several purposes, among them: Clarify information or teaching messages; put pressure on the important parts; giving variety of teaching; Clarify the learning structure; and Motivate student learning process.

3. Definition of Board Game.

Game is a fun activity. It is usually done for fun and relieve saturation, as well as a form of recreation. Hornby (1995) states that the game is something that you do just for fun. Furthermore, Hadfield, (1999) argues that game is activities that has the rules, fun, and a goal. In Indonesia, there is the term called “Playing While Learning” or “Belajar Sambil Bermain”. It is similar with Martin (1995) in Brewster and Ellis (2002) who explained that game is some fun activities in teaching language. By the activities, the students could enjoy practice the language without force by teacher or anyone. That is the point of this context, the game is not only as a tool or instrument that played to have fun, but also as a media in teaching learning process.

Using the game as a media in teaching learning process is one of good choice. There are a lot of games that can be used in teaching learning process, one of them is board game. Board game is a game that uses the board as a media as needed. Pinanditha, (n.d), states that “Board Game can be defined as an instrument that is used to improve the students’ motivation since it can make the students more focus on learning.” She explained this game called board game because it made from board, so that the players can see touch the media of that game while play it. Wulanda (2014) states that “board games are ancient game” which have been known by almost of people in the world. The first board game known was in Senet, Egypt. Provenzo, (1981) states that board game has some components that has been designed as needed like a board with colorful box pictures, small puppets and dice for showing how many steps should the player moves, and also some colorful card.

There are many type of board game media, such as Ludo, Snake and Leader, Monopoly, and so on, based on the creativity of the board game designer. But the role or the way to play the game is almost the same. Mayer and Haris (2010) explained that almost all of board game have the same way in applying or to play it, the way is: each player has the same turn in rolling the dice. Then the player move the puppets based on the dices eye. So the board game can design for as a media in teaching learning process and it is designed by the teacher based on what the topic in the lesson. In this context, Board Game is used as a media in teaching speaking.

Using board game in teaching speaking provides many positive things, such as promotes students to be active in speaking class, attract the students attention, and the students more dicipline also more patient in witing their taking turn. But before the teacher implement the board game as a media in teaching learning activities, the teacher should prepare everything that need in implementing the media. Kusrini (2012), argue that it is advisable for teachers to prepare well for gaming equipment that will be used like a dice,

board and so on. Buchanan, et al (2001) suggest some steps in design a board game, such as preparing the materials;planning the trip of the game; determining the beginning and the end of the game; designing the route; designing complication on the game; creating the game board based on the design;and writing down the rules.

Then, the teacher should explain the rules of this game to the students before starting the game. Furthermore, Brewster & Ellis (2002) states that the teacher not only explaining the rules while introducing the game, but also showing and doing. The teacher is better to demonstrate in advance about the way and the rules of the game, then the teacher divide the students in to groups as needed and participate oversee the student while they learn with games media.

4. Advantages and disadvantages of board games as a medium for teaching.

There are some advantages of using board game in language teaching especially in learning speaking. Mora & Lopera (2001) as cited in Cely (2010) explain that "games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students". For the students, as Paul (2007, p. 49) states that the games is very useful for the students to explore the subject, because by using game, the learning process is child centered.

Board games give some benefits for both teachers and students. For teachers, they can create relevant games based on the topic in the lesson using this media. Gibson (1996), which was cited by Khusnah and Kusumarasyati (n.d), stated that board games have some advantages for teachers such as, low cost and easy to design. Futhermore, the use of games as a learning medium has an important role for the teacher to build their students with noble characters while improving students' skills. Similarly, Sugar (2002) claims that the game has

important benefit in the development of personality of students, such as improving and enhancing the cohesiveness of teamwork, fosters students' creativity, discipline, learn to abide the rules, practice honesty and accept defeat gracefully.

For the students, the use of board game media can exercise their patience, encourage confident when they speak, and give more enjoyment in conveying their ideas. Chang and Cogswell (2008) point out that the use of board game media in teaching speaking can give more effective, fun, and low-anxiety activities to the students to practice their speaking. Furthermore, it can be applied in groups. Thus, the students can learn to practice the lesson in their group.

Board game media can be used in every level of students. Martin as cited in Brewster, Ellis, & Girard (2002), expressed that in teaching speaking, board game can be used as a media that contained some fun activities in practicing speaking ability and used to all level of students, even elementary students. Related to the level of school, Anathia, W & Rostika, D (2015), has conducted their study in primary school. The result showed that the board game media can be one of the efforts to improve student learning outcomes in learning in elementary school.

Nevertheless, this game also has some shortcomings or disadvantages that must be recognized. Dewar (2009) states that there are many disadvantages of using board game in the classroom: Most people play with house rules, and it cause the game to last much longer than it should; Players can get knocked out of the game early (elimination); the rules of game and every challenges that the player will get are too dependent on luck; the games is without without trades, it's all luck; the last is, this game is the old game, which can make some people less interested to play. Furthermore, this game also has more disadvantages such as it takes a lot of time when preparing to design it; takes a lot of time for the students to prepare themselves before they practicing the speaking when the topic changes in the instruction

card; sometimes it will cost a lot of time to create a variety of board games on different topic;
etc.

Even there are some disadvantages as explained above, but the fact that Board Game is
an essential media that can be used in teaching learning process, especially in speaking.

CHAPTER III

RESEACH METHODOLOGY

A. Research design.

This research deals with the use of Board Game Media in teaching speaking to ward students' speaking ability. To gain the data needed, I did an experimental research. The research was pre-experimental research. Sevilla, et al (1992) state that there are two basic divisions in the experimental method, they are single-variable designs, and factorial design. In single-variable design, he classified as pre-experimental, true experimental, and quasi experimental.

Pre-experimental design is one form of experimental research design that manipulates the free variable contributes to the formation of the dependent variable. Pre-experimental design forms are some of the following: Shot Case Study, and Intec-Group Comparison. In this research, the writer use One-Group Pretest-Posttest design.

B. The Brief Description of Research Place

SMAN 1 Kluet Tengah is one of Senior High Schools in Manggamat, South Aceh. It is located in Manggamat, South Aceh. This school has 42 teachers which two of them are English teacher. The students' number was 111 males and 128 females in academic year of 2016/2017. There are ten classes which are classified into three grades.

C. Population and sample.

According to Bryman (2001), the population is the whole in which a sample is chosen by a researcher, while the sample is the part chosen by the researcher to represent the whole unit or group. He also added that the population and sample should not always be human or

people, but it could be nation, school, some of theories, and others. In this case, the population is the students in SMAN 1 Kluet Tengah.

Semiawan (2007) states that "the sample is a segment of the population chosen to represent it". In this case, the samples are second grade students of SMAN 1 Kluet Tengah. There were 18 students of SMAN 1 Kluet Tengah taken as the sample of this research.

D. Technique of Data Collection.

To gain the data needed, the writer chose the following techniques.

The first technique was called Performance based assessment. In this study, the students showed their performance twice, that was in the first meeting which is aimed at knowing the students' ability in speaking before having treatment, the test of their performances are held by the writer. Then they must show their performance in the last meeting. For the score guidance, I made five criteria of performance that was adapted from Brown, D (2003), such as vocabulary, pronunciation, grammar, comprehension, and fluency.

Then, the writer distributed the questionnaire to the students to collect the data about students' attitude in implementation of board game media in teaching speaking. The questionnaire have some alternative answer and the students should answer it by choosing the alternative answer that really suitable for them, and it would not effect to their score in that lesson.

E. Technique of data analyses.

After obtaining the individual scores of the students, the writer analyzed the data as following:

1. Performance based assessment.

The performance uses five criteria. If the students show good performance, they will get five score. Otherwise, if they can't, they will get less one even zero. Then I will take the students' result in the first and last performance, then I will compare the mean of the first and

the last performance to see if there is improvement of their speaking or not. The formula is

$$\text{Mean} = \frac{\text{the total of score}}{\text{the number of students}}$$

2. Questionnaire.

Questionnaire was analyzed by using the formula adapted from Sujiana A, (2008).

The formula is:

$$\text{Percentage} = \frac{\text{frequency of response}}{\text{number of sample}} \times 100\%.$$

F. The process of data collection.

In this study, the writer took the sample by using purposive sampling. The writer choose class XI IPA1 in as participant in this research. To gain the data, the writer use experimental teaching, test and questionnaire.

1. Meeting I.

In this meeting, the writer introduced himself to the students and welcomed to them. Then the writer explained that the writer came to their class is for collecting the data that the writer need for his research. The writer explained about the material that proposed in his thesis was about The Use of Board Game Media in Teaching Speaking. The writer told the aim of the thesis and hope that the students could cooperative with the writer.

After the writer introduced himself to the students, the writer check the students' attendance list to know participants and to know who did not come in the classroom that day. Then the writer start the class by giving a test to each students. Every students asked to choose one of the picture that the teacher gave. Then describe

it in front of the class. After all the students has described about their picture, the writer suggested to the students to prepare themselves for the next meeting, and give them some tip in describing people.

2. Meeting II.

At the beginning of the class, the writer said greeting to all the students in the class, gave them motivation in learning, check the students' attendance list, and pray together before start to learn the material. Then the writer asked to the students to watch the video about how to describe people, then the writer explained the material about how to describe someone in English language and distributed the list of vocabularies. The writer read the list of vocabularies loudly and the students should follow how the teacher read it in order to tell the students how to pronounce it. The writer also explained about board game media that the teacher have designed before and how to use that game in train their speaking. After all the students understood, the writer divided them into six groups which three students or members for each group. Then the students started to play the game train their speaking in describing people by following the instruction in the board game which is describe the face only. While the students practice their speaking in the group, the writer go to check and control each group to hear their pronunciation, the way they describe the picture that in the board game card, accuracy, and so on in order to know what students need to correct in speaking. The students might use the list of vocabularies and the example if they did not memorize the vocabularies yet. If a member made a mistake in pronunciation, or don't know how to describe the picture, the members of that group may help to correct or teach him/her, but may not take his/her turn. Then the writer conclude the material, motivated the students and asked the students to prepare their selves in the next meeting.

3. Meeting III.

At the beginning of the class, the writer said greeting to all the students in the class, gave them motivation in learning, check the students' attendance list, and pray together before start to the main activity. Then, the writer start to the main activity. The writer asked the students to sit based on their group that had divided before. The writer gave board game that different instruction and example than the board game yesterday. The vocabularies should be memorize by students because in this game students train to describe a picture without using list of vocabularies. The students should describe the picture not only the face, but all of physical, and everything they knew about that picture. If they still hard to practice, they might use the example that writer gave them or asked to the writer. In the end lesson, the writer asked the students to concluded the material, and one of them should describe the picture that teacher choose in front of the class.

4. Meeting IV.

The writer start the class by saying the greeting to all the students in the class, gave them motivation in learning, check the students' attendance list, pray together and asking the students about the previous material. Then the writer divided the students in groups. The students do puzzle in their group, explain the hidden picture base on the board game instruction, and their friends in that group would guess which picture that the speaker describe. In the end of the class, the writer conclude the material and suggested the students to prepare themselves for post-test in next meeting. The writer also said thank to the students for their cooperation.

5. Meeting V.

In this meeting, the writer said the greeting, checking the students attendance list, pray together before start classroom activities, asking the students about previous material and review it together. Then the writer asked to the students to speak in front of the class. The topic was about describing a person which the teacher instructed. The students might prepare themselves in two minutes before give their performance. After all of the students gave their performance, the writer distributed the questionnaire to collect the data from the students to know the students' attitude toward the implementation of board game media in teaching speaking. The students may choose some possible alternative answer that suitable for them in the questionnaire and it would not give effect to their score in English subject.

CHAPTER 1V

DATA ANALISYS AND DISCUSSION

In this chapter, I will analyze some points like Pre-test, Post-Test score, and questionnaire. Pre-Test and Post-Test score is used to know whether learning speaking before and after the treatment is good or bad effect to students' abilities in speaking. Questionnaire is used to know the students' attitudes in learning speaking by using variation of Board Game Media.

A. The Analysis of Test.

The test were given to the students in order to know the effect of using Board game in teaching speaking to their abilities in speaking class. The Performance based test with include Pre-Test and the Post-Test were two test in which students participated. The analysis was used to know if there is a difference between performances based test in the first meeting and the last meeting (before and after giving the treatment).

The question is the same in the first and the last meeting, that is: "please describe this picture/ how does he/she look like?". Each of students got a picture and they should prepare they self to describe it in three minutes before the writer called their name one by one, then each students who called name by the writer must describe about the picture in front of the class.

In this research, the writer used five criteria, the criteria were pronunciation, grammar, vocabulary, fluency and comprehension. There are five ranges of score. The students will be given five if they show the best performance, but they will get 1 even zero if they give bad performance. The highest score is 25. The detail about speaking assessment rubric, you can see at appendices.

The result of both test could be seen as follow:

Table 1.1. The students' scores in pre-test and post-test

No	Students initial	Pre-test	Post-test
1	AF	9	17
2	AH	10	17
3	DS	11	17
4	HF	12	17
5	IR	12	16
6	IJ	17	15
7	JS	10	18
8	JC	15	17
9	JH	17	17
10	KH	19	20
11	ML	10	19
12	RP	10	16
13	RF	8	19
14	SA	9	19
15	SW	5	16
16	SY	11	18
17	TR	11	15
18	WR	13	20
Total	18	209	313

You can see the complete score at appendices.

Based on the table above, the result of pretest that the highest score is 19, and the lowest is 3. The writer found the mean score of the pre-test. The mean of the pretest is

$$\text{Mean} = \frac{\text{the total of score}}{\text{the number of students}} = \frac{206}{18} = 11,44$$

So, the average of score for pretest is 11, 44.

Next, the average of posttest or performance based test that given to the students in the last meeting, is as follow

$$\text{Mean} = \frac{\text{the total of score}}{\text{the number of students}} = \frac{313}{18} = 17,39$$

Therefore, the average score for the post test was 17.39

Based on the calculation above, the average score of pretest is 11,44, and the average score of posttest is 17,39. It shows that the posttest's mean is higher than the pretest's mean. Thus, it can be concluded that Board Game media has a positive effect of students' speaking ability.

Based on students' performance test scores, its show that before the treatment, students were weak in grammatical, the average score was 1,67. They often made grammatical error while they tried to talk in English, for example "she has pointed nose", but most of the students said "she is pointed nose". Another example like her name is Cut Nyak Dien", some students said "she is name Cut Nyak Dien", and others.

After using the board game media as a tool to train their speaking class, the average of their performance based score were 3,28. Its mean that the students grammatical in speaking skill were improve, even not really significant. the students show improvement in mastering vocabularies, before the treatment, the students average scores in vocabulary while the practice to describe people was 1,61. But after the treatment, their vocabularies were increase. The average vocabularies scores after the treatment based on students' performance was 3,67. And that was the higher scores that they got in post-test.

B. The Analysis of Questionnaire.

The data were obtained from questionnaire that distributed to the students. The formula that used in analyzing the questionnaire was percentage cumulative distribution technique, to count the percentage from the alternative of the answer on questionnaire. It consisted of 12 questions that were designed to get more information about students' attitudes in learning speaking by using variation of Board Game Media. The students may write other commentaries, suggestions and so on if they wished.

The formula is: Percentage = $\frac{\text{frequency of response}}{\text{number of sample}} \times 100\%$.

The data can be seen in following tables and description.

1. Students' interest.

Table 1.2. The students feel more motivated to learn speaking by using Board Game Media

Option	Frequency	Percentage
Strongly agree	7	39%
Agree	10	56%
Disagree	1	5%
Strongly disagree	0	0%
Total	18	100%

From the table, there are 56% agree that they feel more motivated to learn speaking by using BGM. There are 39% of students strongly agree, the rest are disagree. This calculation shows that using Board Game Media has positive effect for students' motivation in training their speaking. Major of them feel motivated to learn speaking by using BJM.

Table 1.3. Learning to speak by using Board Game Media makes the students more skillful in speaking

Option	Frequency	Percentage
Strongly agree	7	39%
Agree	11	61%
Disagree	0	0%
Strongly disagree	0	0%
Total	18	100%

Based on the data, 61% of students agreed that using BGM makes them more skillful in speaking, the rest are strongly agree. It means that all of them agreed that learning speaking by using BGM makes them more skillful

Table 1.4. The students interested in learning speaking by using Board Game Media because it makes them easier to understand the concept of how to describe people well.

Option	Frequency	Percentage
Strongly agree	8	44,33%
Agree	9	50,33%
Disagree	1	6,33%
Strongly disagree	0	0%
Total	18	100%

Based on the data, almost all of the students said that using BGM in learning speaking make them interested in speaking English. There were only 6.33% disagreed. It means that using board game media as a tool in teaching speaking can increase students' interesting.

Table 1.5. Learning to speak with the Board Game Media provides an opportunity to be more active in learning

Option	Frequency	Percentage
Strongly agree	7	39%
Agree	9	50%
Disagree	2	11%
Strongly disagree	0	0%
Total	18	100%

Based on the table, 50% students choose agree that using BGM in teaching speaking provided them an opportunity to be active in speaking, while 39% are strongly agree. There were only a few of them chose disagree (6%).

2. Weakness.

Table 1.6. In my opinion, using Board Game Media in learning is boring.

Option	Frequency	Percentage
Strongly agree	1	5%
Agree	3	17%
Disagree	14	78%
Strongly disagree	0	0%
Total	18	100%

Many of students disagree that using BGM in learning speaking is boring (78%). The rest is strongly agree (5%) and agree (17%).

Table 1.7. Board Game Media makes it difficult for students to practice speaking lessons.

Option	Frequency	Percentage
Strongly agree	1	6,33%
Agree	0	0%
Disagree	15	83,33%
Strongly disagree	2	11,33%
Total	18	100%

Based on the data above, there are various answered of the students, 83,33% students are disagree if BGM makes them difficult to practice speaking skill while 11,33% are strongly disagree. It shows that board game ease them to practice their skill in speaking.

Table 1.8. Board Game Media is less useful for learning speaking.

Option	Frequency	Percentage
Strongly agree	1	3,75%
Agree	2	9,75%
Disagree	9	48,75%
Strongly disagree	7	37,75%
Total	18	100%

From the table above, it shows that most of students (86,5%) though that BGM is useful for speaking.

Table 1.9. Students cannot express their opinion, while learning to speak using BGM

Option	Frequency	Percentage
Strongly agree	2	11%
Agree	2	11%
Disagree	12	67%
Strongly disagree	2	11%
Total	18	100%

From the data above, it was shown that most of students disagree. Most of students can express their opinion.

3. Advantages

Table 1.10. Board Game Media encouraged students to discover new ideas

Option	Frequency	Percentage
Strongly agree	7	39%
Agree	10	56%
Disagree	1	5%
Strongly disagree	0	0%
Total	18	100%

Board game can encouraged the students to discover new idea, it is shown from the table that almost of students have positive attitude toward BGM (94%).

Table 1.11. Learning to speak with Board Game Media makes students better understand the material

Option	Frequency	Percentage
Strongly agree	4	22%
Agree	14	78%
Disagree	0	0%
Strongly disagree	0	0%
Total	18	100%

From the data, 78% of students agree that learning to speak with Board Game Media makes students better understand the material.

Table 1.12. Learning by using BGM get students to speak for a fair turn.

Option	Frequency	Percentage
Strongly agree	6	33%
Agree	12	67%
Disagree	0	0%
Strongly disagree	0	0%
Total	18	100%

From the table, it shows that all of the students are get to speak for a fair turn, because 67% students are agree about it and the rest of them are strongly agree.

Table 1.13. Learning English by using BGM allows students to apply their English speaking skills in their daily life

Option	Frequency	Percentage
Strongly agree	11	61%
Agree	7	39%
Disagree	0	0%
Strongly disagree	0	0%
Total	18	100%

The data shows that all of them agree that learning English speaking by using BGM allows them to apply their English speaking skill in their daily life.

In addition, the writer give a special sheets for student comments that they may write their comments about the lesson and board game media. They also may give suggestion or every idea that they have, or just criticize. In the paper, some students suggested that while playing the board game, the teacher should take part in the game, not just direct, to get more spirit and to avoid the various frauds. Other students give the comment that the challenge in this game should be more challenging and more difficult. A students also complained that he was really bored while waiting for his turn. Another students write that he was happy using the media in learning speaking because by using board game media in their group, he does not only learn to speak, but also learn to criticize the mistakes of friends and help each other.

There is even students who suggest that players who can pass the challenge of the board game, are rewarded.

C. Discussion

In this study, the writer applied the implementation of Board Game Media in teaching speaking for the students of SMAN 1 Kluet Tengah, Manggamat, South Aceh. Related to the research question that the writer stated in the background of study, the purpose of this study is to know the effect of using board game media in teaching English speaking to promote student's speaking ability and motivation. And to know the students 'attitude toward the implementation of board game media in teaching speaking. Hopefully, this media could make the students to be more motivated in train their speaking skill, to make their pronunciation, grammar, fluency, comprehension and vocabulary better when they practice English speaking skill in their daily life. To get a clear idea on the result of this research, the writer will explain the research question as follows:

The first research question was to know the effect of board game media in teaching English speaking to promote students' speaking ability and motivation. The result show that the effects of using board game in teaching speaking have many positive effects, such as: the students were more motivated in learning; More skillful because the interest of learning increases; Easy to understand the material; Giving the opportunity to all students to get a fair turn in practicing the material; Eliminate boredom in learning; Encourage the idea of new ideas; and Facilitate students in remembering also practice the material in daily life day.

There were two kinds of tests that were given to the students to know the students 'attitude toward the implementation of board game media in teaching speaking. The test called performance based test which was given to the students in the first meeting before the treatment, and in the last meeting after the treatment. The comparison between the result of these test is the way to find is it the use of board game media in teaching speaking improve

students' speaking ability or not. After finding the both average score, then we can see that the performance based test after the treatment is higher than the performance based test before the treatment. It was show that the students' speaking ability after using board game media has improved or has the positive effect.

The second research question is to know the students 'attitude toward the implementation of board game media in teaching speaking. Finding show that there are many advantages of using board game media in teaching speaking as the writer explained before. However, based on the questionnaires result, there are some students who still found difficulties in describing people while playing the board game, even most of students were found more advantages then disadvantages. The problem is they still lack of vocabulary, didn't know how to pronounce it, and afraid to begin talking in English language.

Some students felt less motivation to train their speaking skills because they were afraid will be laughed by their friends, then thy lost the spirit and felt unconfident when they try to talk in English. Some students have a mindset that English language is hard to train English speaking skill and hard to practice it with their friends even in the classroom.

It was happen because the Medias that their English teacher used in the classroom were not really interesting for them. As long as the writer took micro teaching practice (PPL) at that school before this study done yet, the teacher only used text book. The students divided into some groups and each group only got a book. Then they should translated the texts in the book by using their dictionaries, even not all of the students have the dictionary. Sometime the teacher gave some vocabularies and asked to the students to pronounce it. That's why the students felt bored and less motivated in learning. The time that they students have to practice English speaking was also limited because they learned English language in the classroom only. There were no other course that the school made to train or to teach

English language to the students, this problem will affect to students' motivation in learning speaking, and also will affect students' achievement in speaking.

After implemented the board game media that the writer used as a tool to train the students' speaking skill, most of them felt that using board game media in teaching speaking increases their motivation, skill, and simulated the way they think to be positive about English lesson. The writer uses strongly agree, agree, disagree and strongly disagree for the optional answer in questionnaire. So the students can choose one option that related to their feeling after the treatment. The writer also gave a blank paper to the students to write everything that they think about the use of board game media that the writer didn't put it in the questionnaires. They might give suggestion, their attitudes and so on. In the blank paper, most of students wrote that they liked the media and the way that the writer teach them while finished this study. Some students suggest that they would be happier if the writer play the game while learning together with the students. In the other hand, a students' felt bored to play board game with his friends because of waiting the turn to play and to move the puppet took long time, it was happen because some students who took turn to play must describe the picture based on the card they took in their group.

In conclusion, based on these data, it can be said that students' responses are very positive to the method that the author tried. So it can be said that the method of using media in learning to speak English like describing people is very good and has some positive effect to the students. So this method can be used as a tool in learning in speaking materials.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

From the research that has been done in class XI IPA 1 SMAN Kluet Tengah, the authors draw the following conclusions.

1. The use of Board Game in teaching speaking has positive effect toward students of XI IPA 1 Kluet Tengah. It can be seen from mean of Post-test is higher than Pre-test ($11,44\% < 17,39\%$).
2. The attitude of students of implementing Board Game Media are positive. They tend to be enthusiastic, passionate, and happy in learning. The students were more motivated in learning; More skillful because the interest of learning increases; Easy to understand the material; having opportunity to all students to get a fair turn in practicing the material; Eliminate boredom in learning; Encourage the idea of new ideas; and Facilitate students in remembering also practice the material in daily life day.

B. Suggestion

The author's suggestions in this research are

1. The use of board game as a tool in the speaking class needs to be applied maximally and creatively to improve student learning outcomes, while also improving students' learning motivation.
2. Teachers are expected to be more creative in finding and implementing teaching tools with good methods, while students are expected to be more active in learning and practicing their skills.
3. The next researchers could take this study as a guideline in conducting the research.

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LESSON PLAN

School	: SMAN 1 KLUET TENGAH
Subject	: English Language
Level/Semester	: XI / II
Skill	: Speaking
Time allotment	: 45x2 (five meeting)

A. Standard competence

9. Interpret the conversational text and formal transactional and interpersonal continues (sustained) in the context of everyday life.

B. Basic competence

- 9.1. To respond the meaning accurately, fluently, and appropriately in simple spoken language in formal and informal form in daily life context.
- 9.2. To express the meaning in short functional texts and monologue by using spoken language to interact with the surrounding environment.

C. Indicators.

1. The students are able to understand how to describe a person.
2. The students respond to the activity and dialogue by their friends.
3. The students are able to speak clearly in front of the other students by using correct pronunciations and choose proper words.

D. Goal

At the end of the lesson, the students are able to speak fluently and structurally by using the correct pronunciation.

E. Subject Matter

Speaking: Lia, A.N. (2015, p.7), “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.” In this speaking class, the student will learn about how to describe someone of a person (Describing people).

F. Method and technique

- a. Methods : Contextual Teaching and Learning (CTL).
- b. Technique : Cooperative Learning, lecturing.

G. Media

- Developing English Competencies for Grade X Senior High School (SMA/MA).
- OHP/LCD.
- Photos, pictures.
- Board game,
- White board etc.
- Video : <https://www.youtube.com/watch?v=ACRpnHBxays>

H. Class activities

❖ Meeting I

- Pre activities (10 minutes)
 - Greeting.
 - Praying before start the lesson.
 - Introducing self and stating the goal of the class.

- Checking the student's attendance.
- Motivation for the students.
- Main activities (60 minutes)
 - Listing the topic on the white board, and hang some pictures/photos.
 - Ask each student choose one picture.
 - Ask the students to speak and describe the picture.
- Post activities (10 minutes)
 - Explaining the activity will be done in the next meeting.
 - Greeting.

❖ Meeting II.

- Pre activities (10 minutes).
 - Greeting.
 - Praying before start the lesson.
 - Checking the student's attendance.
 - Motivation and asking the students to be pay attention to the teacher while explaining subject.
- Main activities. (60 minutes)
 - Hang some pictures on the white board and demonstrate how to describe them.
 - Show the video.
 - Give the list of vocabulary that the students need in describing people.
 - Ask the students to pronoun and memorize the list of vocabulary.
 - Divide the students into groups.
 - Tell the student how to play board game in their group, and describe the picture base on their board game instruction.
 - Control and direct students to practice speaking in their group.
- Post activities.
 - Resuming the material.
 - Explaining the activity will be done in the next meeting.
 - Greeting.

❖ Meeting III

- Pre activities (10 minutes).
 - Greeting.

- Praying before start the lesson.
- Checking the student's attendance.
- Motivation and asking the students to be pay attention to the teacher while explaining subject.
- Main activities. (60 minutes)
 - Give the new list of vocabulary that the students need in describing people.
 - Ask the students to pronoun and memorize the list of vocabulary.
 - Divide the students into groups.
 - Tell the student how to play board game in their group, and describe the picture base on their board game instruction.
 - Control and direct students to practice speaking in their group.
- Post activities (10 minutes).
 - Resuming the material.
 - Explaining the activity will be dome in the next meeting.
 - Greeting.

❖ Meeting IV

- Pre activities (10 minutes).
 - Greeting.
 - Checking the student's attendance.
 - Asking the students about the previous material.
- Main activities (60 minutes).
 - Listing the topic on the white board, and hang some pictures/photos.
 - Tell the students to sit base on their group.
 - The students do puzzle in their group, explain the hidden picture base on the board game instruction, and their friend will guess.
 - Ask to some students to speak in front of the class, provides a puzzle about describing a person, and their friends will guess it.
- Post activities (10 minutes).
 - Resume the material.
 - Explaining the activity will be dome in the next meeting.
 - Greeting.

❖ Meeting V

- Pre activities (10 minutes).
 - Greeting.
 - Checking the student's attendance.
 - Asking the students about the previous material and review it together.
- Main activities (50 minutes).
 - Ask the students to speak in front of the class, the topic is about describing a person that the teacher which the teacher instructed.
 - Distributing the questionnaires.
- Post activities (10 minutes).
 - Resume the material.
 - Motivation.
 - Greeting.

I. Penilaian

- Teknik : Oral test.
- Bentuk Instrumen : merespons gambar/foto/lainnya untuk speaking: describing people.

No	Name	Pronunciation (0-5)	Vocabulary (0-5)	Comprehension (0-5)	Fluency (0-5)	Grammar (0-5)
1						
2						
3						
4						
5						
6						

▪ **Instrumen penilaian.**

Score	The Range
1. Excellent	21-25
2. Very good	16-20
3. Good	11-15
4. Enough	6 -10
5. Fail	0 - 5

Adapted from: Brown, Douglas, (2003).

Teachers researchers

JASMADI
NIM. 231324412

SPEAKING RUBRIC ASSESSMENT		
ASPECT	SCORE	EXPLANATION
Pronunciation	5	Easy to understand and has native speaker accents
	4	Easy to understand though with a certain accent
	3	There is a pronunciation problem that keeps the listener in full concentration and sometimes misunderstandings
	2	Difficult to understand because there are pronunciation problems, often asked to repeat
	1	Pronunciation problems are so serious that they can not be understood

SPEAKING RUBRIC ASSESSMENT		
ASPECT	SCORE	EXPLANATION
Grammar	5	There is no grammatical error
	4	Sometimes it makes grammatical errors but does not affect meaning
	3	Often makes grammatical mistakes that affect meaning
	2	Many grammatical errors that block meaning and often rearrange sentences
	1	Grammatical errors are so severe and the listeners are difficult to understand

SPEAKING RUBRIC ASSESSMENT		
ASPECT	SCORE	EXPLANATION
vocabulary	5	Using vocabulary and expressions like native speakers
	4	Sometimes using inappropriate vocabulary
	3	Often using inappropriate vocabulary, the conversation becomes limited because of the limitations of the vocabulary
	2	Using vocabulary erroneously and limited vocabulary, so difficult to understand
	1	Vocabulary is so limited that conversation is impossible

SPEAKING RUBRIC ASSESSMENT		
ASPECT	SCORE	EXPLANATION

Fluency	5	Current as native speakers
	4	Smoothness seems a bit annoyed by language problems
	3	Smoothness is somewhat disturbed by language problems
	2	Often hesitated and stopped because of language limitations
	1	Talk falter and often stop, so that the speaking/conversation is not possible

SPEAKING RUBRIC ASSESSMENT		
ASPECT	SCORE	EXPLANATION
Comprehension.	5	Understand all without difficulty
	4	Understand almost everything, though there is repetition in certain parts
	3	Understanding most of what is said when talking is slowed even though there is repetition
	2	It's hard to keep up with what's being said.
	1	Cannot understand even simple conversation

Adapted from: Brown, Douglas (2003).

Students' performance scores before the treatment.

No	Name	Pronunciatio n	Gramma r	Vocabular y	Fluency	Comprehensio n of speech	Total
1	AF	3	1	1	2	2	9
2	AH	3	1	2	2	2	10
3	DS	3	1	2	3	2	11
4	HF	3	2	2	3	2	12
5	IR	3	2	2	3	2	12
6	IJ	4	3	3	4	3	17
7	JS	3	1	2	2	2	10
8	JC	3	3	2	4	3	15
9	JH	4	3	3	4	3	17
10	KH	4	3	4	4	4	19
11	ML	3	1	2	2	2	10
12	RP	3	1	2	2	2	10
13	RF	2	2	1	1	2	8
14	SA	2	2	1	2	2	9
15	SW	1	0	1	2	1	5
16	SY	3	1	3	2	2	11
17	TR	3	1	3	2	2	11
18	WR	3	2	3	2	3	13
Tot al	18	53	30	39	46	41	209

Students' name : Afrina, Anhar Haris, Desi Suriyanti, Hafizil, Ichsan Rifaldi, Indra Jaya, Jasmidar, Jecki Martein, Jikral Hafiza, Khatijah, Mila Sulastri, Rapi, Riski Febi Nulhaliza, Siti Arfah, Sri Wahyuni, Syahliman, Taufik Rahmadi, Wati Ratna Dewi.

Students' performance scores after the treatment.

No	Name	Pronunciatio n	Gramma r	Vocabular y	Fluency	Comprehensio n	Total
1	AF	3	4	3	3	4	17
2	AH	3	3	4	4	3	17
3	DS	3	3	3	4	4	17
4	HF	3	3	4	4	3	17
5	IR	3	3	3	3	4	16
6	IJ	3	3	4	3	2	15
7	JS	3	3	4	4	4	18
8	JC	3	3	4	3	4	17
9	JH	3	3	4	3	4	17
10	KH	4	4	4	4	4	20
11	ML	4	4	4	3	4	19
12	RP	3	3	3	4	3	16
13	RF	4	4	4	3	4	19
14	SA	4	3	4	4	4	19
15	SW	3	3	3	4	3	16
16	SY	3	3	4	4	4	18
17	TR	4	3	3	2	3	15
18	WR	4	4	4	4	4	20
tota l	18	60	59	66	63	65	313

**ANGKET UNTUK PESERTA DIDIK TERHADAP PEMBELAJARAN SPEAKING
MENGUNAKAN BOARD GAME MEDIA**

Nama :

No.Absen :

Kelas :

Petunjuk Pengisian

1. Bacalah semua pernyataan dengan teliti dan cermat
2. Pilih satu kriteria yang sesuai dengan pendapat anda, dengan cara member tanda (□) pada salah satu kriteria skor.
3. Keterangan kriteria skor:

STS	:Sangat Tidak setuju	S	:Setuju
TS	: Tidak Setuju	SS	:Sangat setuju

Indikator Angket	No	Pernyataan	SS	S	TS	STS
Ketertarikan	1	Saya merasa lebih termotivasi belajar speaking dengan menggunakan Board Game Media.				
	2	Belajar speaking dengan menggunakan Board Game Media membuat saya lebih terampil dalam belajar berbicara bahasa inggris.				
	3	Saya tertarik belajar speaking menggunakan Board Game Media karena memudahkan saya memahami konsep cara describing people dengan baik				
	4	Belajar speaking menggunakan Board Game Media member kesempatan untuk saya lebih aktif dalam belajar				
Kelemahan	1	Menurut saya,Board Game Media dalam pembelajaran speaking membosankan				
	2	Board Game Media mempersulit saya dalam mempraktekkan pelajaran speaking.				
	3	Board Game Media kurang bermanfaat untuk belajar speaking.				
	4	Saya tidak dapat mengemukakan pendapat,saat belajar speaking menggunakan Board Game Media				
Kelebihan	1	Board Game Media mendorong saya untuk menemukan ide-ide baru				
	2	Belajar speaking menggunakan Board Game Media membuat saya lebih memahami materi				

	3	Belajar menggunakan Board Game Media membiasakan saya berbicara karena mendapat giliran yang adil.				
	4	Belajar speaking menggunakan Board Game Media membuat saya bisa menerapkan keterampilan berbicara bahasa inggris dalam kehidupan sehari-hari				

Komentar saya

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Kelebihan

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Kekurangan

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Pictures students' activities learning speaking by using Board Game Media



AUTOBOIOGRAPHY

1. Name : JASMADI
2. Place/Date of Birth : Kampung Tengoh/01 April 1995
3. Religion : Islam
4. Sex : Male
5. Nationality/Ethnic : Indonesia/Aceh
6. Marital Status : Single
7. Occupation : Student
8. Address : Tanjung Selamat
9. Email : jasmadi123@gmail.com
10. Parent's Name
 - a. Father : Marjana (Almarhum)
 - b. Mother : Rosmanidar
 - c. Address : Ujong Tanoh, Kec.Trumon, South Aceh
11. Education background :
 - a. Elementary school : SDN Cot Bayu, graduated : 2007
 - b. Junior High school : MTsS Darul Aitami, graduated : 2010
 - c. Senior High School : MASS Darul Aitami, graduated : 2013
 - d. University : Faculty of Educational and Pedagogy-UIN Ar-Raniry.

Banda Aceh, 22 July 2017
The writer

JASMADI