

**THE IMPLEMENTATION OF BOARD GAME IN IMPROVING STUDENTS'
SPEAKING SKILL IN THE FIRST YEAR OF SMA N 7 BANDAR LAMPUNG
IN ACADEMIC YEAR 2016/2017.**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE IMPLEMENTATION OF BOARD GAME IN IMPROVING STUDENTS' SPEAKING SKILL IN THE FIRST YEAR OF SMAN 7 BANDAR LAMPUNG IN ACADEMIC YEAR 2016/2017.

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Speaking is one of many ways of communication in which a person expresses ideas, exchanges the information and shares her/his feeling with others. It is commonly acknowledged that speaking is one of complex skills of English. This is reasonable because speaking has some crucial elements, i.e. vocabulary, grammar, pronunciation, fluency, and comprehension. However, Indonesian students still experience difficulties to speak English appropriately because they lack of practice developing this skill. This situation unavoidably influences students' speaking skills during the classroom activity.

Therefore, this research was aimed at finding out whether there was any significant difference of the students' speaking skill after they are taught using Board Game. The population of this research was the first grade students of SMAN 7 Bandar Lampung consisting of 35 students as experimental class. Speaking test was used to collect data in this research.

The results showed that the students' mean score of pre-test was 51.63 and their score of post-test after the implementation of board game was 71.08, in which the gain amounted 19.45. It was proven by the result of Paired Sample t-test, which showed that the value of two tails significance is (0.00) lower than alpha ($0.00 < 0.05$) and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that there was improvement on students' speaking skills after being taught using board game. Board game could improve students' speaking skills in five aspects, pronunciation, grammar, vocabulary, fluency, and comprehension. So, it can be concluded that board game could be used to improve students' speaking skills.

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Anggi Ananda Putri

A Script

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The Requirements for S-1 Degree**

in

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**ENGLISH EDUCATION STUDY PROGRAM
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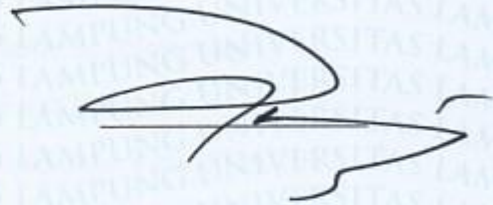
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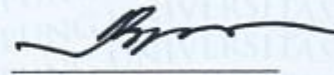
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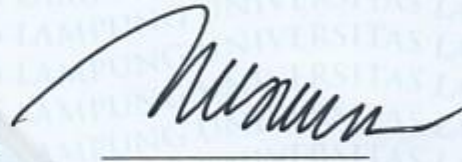
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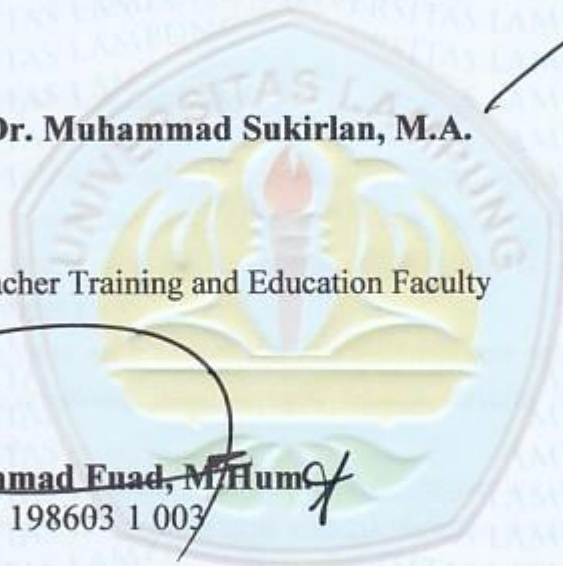


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CURRICULUM VITAE

The researcher's name is Anggi Ananda Putri. She was born on April 17th 1995 in Bandar Lampung, Lampung Province. She is the second child of Dasril and Indah Purwandari. Her father is a lecturer and her mother is a teacher.

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DEDICATION

Alhamdulillah, this script is humbly dedicated to:

My beloved parents: Dasril and Indah Purwandari

My lovely brothers Aditya Ananda Putra and Adiel Diaas Ananda Putra

My dearest sister-in-law, Ida Ayu Setyawati

My friends in English Education Study Program 2013

My almamater, University of Lampung

MOTTO

“Success is walking from failure to failure with no loss of enthusiasm”

-Winston Churchill (2018)-

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Bandar Lampung, December 2017

The writer,

Anggi Ananda Putri

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I. INTRODUCTION

This chapter specifically deals with the introduction of the research covering background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. Each of those points will be clearly described in a particular section in this chapter.

1.1. Background of The Problem

Learning English cannot be separated from learning the four language skills, i.e. listening, speaking, reading, and writing. Thus, the four language skills are integrated one another in which the students have learned from elementary level up to senior high school level. Among the four language skills, speaking is the most important for students in learning a language because speaking plays a significant role in a direct conversation. More specifically, speaking is communication between two people exchanging information. As stated by Matthew (1994: 45), speaking is a process where people share information, ideas, and feeling with one another. Moreover, speaking is a language skill which should be seriously mastered by learners in their schools. This is reasonable because if the students can achieve the language skill, they will certainly be able to appropriately express their ideas, share information, and maintain social relationship when communicating with others.

Indeed, speaking is regarded as the most complex language skill for it has some crucial elements; such as grammar, vocabulary, pronunciation, fluency, and comprehension. Theoretically, according to Haris (1974:75), (1) grammar refers to the sentence structure; i.e., a sentence includes subject, predicate, and object or complement and tenses; i.e., present tense and past tense (2) vocabulary can be defined as the words use in language covering content word refers to classes of word (noun, verb, adjective and adverb) and function word refers to the function of word in the sentences whether it is as a subjective pronoun or objective pronoun, (3) pronunciation refers to the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication, such as consonants, stress, vowels, and intonation patterns.(4) fluency can be defined as the ability how to speak fluently and accurately which refers to the smoothness or flow the sounds and (5) comprehension can be defined as the ability of understanding the speaker's intention (understand what the speaker said) and general meaning (get the point what the speaker said)

Thus, speaking is considered to be the most difficult skill because most of the students usually obtain some difficulties and they have problems when they interest to express their ideas even in a simple form of conversation. So are the students of SMAN 7 Bandar Lampung.

During the pre-observation conducted in SMA N 7 Bandar Lampung by interviewing the teacher, some problems were still found in the students' abilities in English,

especially in speaking. English Teacher of SMA N 7 Bandar Lampung stated that the students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictionary. Their competencies in grammar were also poor, because they have not mastered yet about grammar.

In line with the problems mentioned above, this research tried to make speaking activities more effective for students in learning English by selecting the techniques which were appropriate and effective to teach speaking. Furthermore, this study selected game as the technique to teach speaking. According to Ersoz (2000), games are highly motivating because they are amusing and interesting. They can be used to provide effective practices in all language skills and be used to practice many types of communication as well.

In this research, board game is used as a kind of technique in teaching speaking in order to improve the students speaking skills, as an effort to make the students able to use English to communicate. A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. As we know that in daily life, we should be familiar with a board games. It includes monopoly, snakes and ladders, and many other board game. In other words, surely

the students know well about this game and how to do the game. Board game is a kind of games for small and large group.

In this case, Dave Moursund (2007:113) says that board game has some of the same characteristics. Players deal with set of rules, with money, dice, making decision, and striving to win game the game. It is also about taking turn, rules in gaming, and communicating the language with other players. This game also makes students interact each other and communicate the language without hesitation. So the speaking teaching and learning process should be attractive and done well.

There have been several studies and teaching language using game. The first research was conducted by Rahmawati(2012). The researcher found that most of students were not interested in teaching process because the teacher just gives monotonous technique to teach speaking. The students were too shy to share their ideas through speaking because they lack of grammatical and afraid of saying something wrong. In order to solve those problems, she used board game as to improve the students' speaking skills. The research findings show that there are improvements of students' speaking skills after using board games.

The second research was conducted by Lia (2015). The researcher found students' speaking skill generally was relatively low. To be more specifically, they had difficulties to communicate because they tended to say some words as how they were written. It was not easy for them to remember how a certain word was pronounced

because they got the written form before the pronunciation was introduced. The students also get problem in intonation. So she used board game to solve those problems. The findings show that there are improvements after being taught using board game.

With regard to the reasons noted above, the researcher was interested to conduct a study entitled “The implementation of board game in improving students’ speaking skill in the first year of SMA N 7 Bandar Lampung in academic year 2016/2017.”

1.2. Research Question

Referring to the background of the problem above, the following research questions are formulated:

1. Is there any significant difference of the students’ speaking skill after they are taught using board game?
2. Which aspect of speaking improves the most after being taught using board game?

1.3. Objective

In reference to the research questions, the objectives of the research are:

1. To find out whether there is any significant difference of the students’ speaking skill after they are taught using board game.
2. To investigate which aspect of speaking improves the most after being taught using board game.

1.4. Uses

The uses of the research are as follow:

1. Theoretically, the findings of the research are expected to support one of the theories on teaching techniques for speaking.
2. Practically, the result of this research can be hopefully used as a consideration for English teachers to apply Board Game in teaching speaking in the classroom.

1.5. Scope

This study was a quantitative research which focused on finding out if there was any significant difference of students' speaking skill after being taught using board game and aspects of speaking skill include (1) pronunciation (2) fluency (3) grammar (4) vocabulary (5) comprehension. The subject of the research was the first grade students of SMAN 7 Bandar Lampung 2016/2017 academic year. The reason of choosing this subject is because this subject according to curriculum has already studied (1) pronunciation (2) fluency (3) grammar (4) vocabulary (5) comprehension and recount text as well.

1.6. Definition of Key Terms

In the attempt to avoid misunderstanding, hence, definitions of related terms employed in this study are clearly illustrated as follows:

1. Speaking

Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people which involve the following aspects:

1.1. Fluency refers to the ability how to speak fluently and accurately.

Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency is smooth or not.

1.2. Pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication. It includes the segmental features of consonants, stress, vowels, and intonation patterns.

1.3. Vocabulary can be defined as the words use in language covering content word and function word.

1.3.1. Content words relate to the classes of the word, such as, noun, verb, adjective and adverb.

1.3.2. Function words refer to the function of the word in the sentence, whether it is subjective pronoun or objective pronoun.

1.4. Grammar denotes the sentence structure and tenses.

1.5. Comprehension denotes the ability of understanding the speaker's intention (understand what the speaker said) and general meaning

(get the point what the speaker said) (Heaton, 1991: 35). It means that if person can answer or express well and correctly, it shows that he comprehends or understand well.

2. Board Game

Dave Moursund (2007) says that board game have some of the same characteristics. Players deal with set of rules, with money, dice, making decision, and striving to win game the game. It is also about taking turn, rules in gaming, and communicating the language with other players.

II. LITERATURE REVIEW

This chapter discusses about speaking, types of speaking, aspects of speaking, teaching speaking, game, board game, teaching speaking using board game, relevant study, advantages and disadvantages of using board game, theoretical assumption and hypothesis.

2.1. Notion of Speaking Skills

One may confidently says that speaking is very important skill in daily activities because people can react to other persons and situations and express their ideas, thought, and feeling through spoken language. There are basically several definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. In this regard, a speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand.

Brown (1994) also states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Furthermore, Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

In conclusion, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get message. Furthermore, a speaker needs to use the most appropriate words, the correct grammar, pronunciation, fluency, comprehension, and vocabulary to convey meaning accurately and precisely, and also to organize the discourse so that the listeners will understand.

2.2. Types of Speaking

Ordinarily, language teaching is devoted to give an instruction in mastering English conversation (Brown, 2004:273). He classifies the types of oral language into:

1) Monologue (extensive)

Extensive or monologue includes oral presentation, speech, and story telling, where the students have to share and explain the ideas about their knowledge. This monologue can be planned or impromptu. For example, the students are asked to describe about their mother.

A: Can you describe about your mother, please?

B: Yes, I can. My mother is a beautiful woman whose name is Janita. She has long and straight hair and her hair is black. My mother has pointed nose, apparently, her nose is more pointed than mine. Physically, she is slim and tall. She is a good person in the world for me. Because she always loving me sincerely.

2) Dialogue (transactional)

It is carried out for the purpose of conveying or exchanging specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situation. It is very important to make someone understand the meaning of information in a conversation. Generally, a transactional dialog happens in someplace such as bank, supermarket, etc. For example, someone gets some troubles to find a taxi in supermarket, and she asks other person to find a taxi but unfortunately that person cannot help because she or he is busy. Here is the example:

A : "Excuse me, could you help me to find a taxi, please?"

B : "I am sorry, Sir. I don't think I could because I have to go now."

A : "It is alright, then. Thank you"

3) Dialogue (interpersonal)

Interpersonal dialogue is carried out for the purpose of maintaining social relationship than for the transmission of facts and information. The kind of interpersonal speaking performance is role play, where the action or process of talking about something is needed in order to reach a decision or exchange ideas. Role play gives an opportunity to practice communicating in different social context in different social roles. For instance:

A: May I ask you about your free time?

B: Yes, please. I do not mind to be asked

A : "What do you usually do in your free time?"

B : "Usually, I like swimming to do than other kinds of sports."

A : "How often do you usually do that?"

B : "I usually swim once a week."

A : "Where do you usually swim?"

B : "I usually swim at the beach."

A : "With whom do you usually go to the beach?"

B : "I usually swim with my family, How about you? What is your hobby?"

A : "I usually read some novels in my free time."

B : "How many times do you usually spend reading your novels?"

A : "I think I read novels approximately three times in a week."

In addition, Nakamura & Valens (2001:43-53) conducted a study on Japanese graduate students at Keio University. In this research, they used three different types of speaking tests as the speaking assessment. The first type is the Monologue Speaking Test which is also called the presentation. Here, students were asked to perform some tasks such as; show and tell where they talk about anything they choose. This gives the students a chance to make a mini presentation. The second type is Dialogue Speaking Test which is also known as the interview. It is an open-ended test where the students lead a discussion with the teacher. Students in that kind of test are required to use conversation skills that they have learned before. The third type is Multilogue Speaking Test that is also called the discussion and debating. Here, the discussions are student-generated. The students are put into groups and they decide on a topic that they are interested to be discussed.

According to Nakamura (2003:52), Multilogue refers to a speaker's discussion ability among multiple participants. They are not only as a participant but also in such formalized roles as chairperson. So, the students should be argued to develop oral communication-oriented learning habits involving the three-dimensional speaking constructs.

In this research, the study focused on the skill of each student to speak and express their ideas in front of the class. From the explanation above, the researcher used Monologue Speaking Test in conducting this research.

2.3. Aspects of Speaking

Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Haris (1974: 75), there are five components to measure students' speaking ability as follows:

1. Fluency

Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, If someone can speak English without any pauses, such as; “ums” or “emm”.. It indicates that the quality of their fluency is smooth. When someone can give respond another persons' question without any frequently hesitant and jerky: sentences may be left uncompleted; i.e. speech is effortless and smooth. For example, if A asks B this sentence: “*Who is your favorite football player?*” B can answer correctly: “*My favorite football player is Cristiano Ronaldo.*”

2. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language. Harmer (2001:28-33) provides more issues related to pronunciation. He suggests:

a. Pitch is the quality that allows us to classify a sound as relatively high or low, e.g., What do you think about Beauty and The Beast story?

b. Intonation is the rise (it is used in question) and the fall (it is used in statement) of the voice in speaking, For example:

A: What is your favorite food?

B: My favorite food is hamburger.

c. Sound is vibrations that travel through the air or another medium and can be heard by people, for example:

*“Borobudur is one of the most wonderful legacies of the ancient human which **Indonesia** has ever had. A lot of people come to visit Borobudur to see how wonderful this **temple** is”*

When speaker said “**Indonesian**” we hear (in-do-ne-syen) and (tem-pel) for temple.

d. Spelling is the writing of a word or words with the necessary letters and diacritics present in a comprehensible order, usually with some degree of standardization, e.g., the word “temple” will be spelled [temp l]

e. Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. For example the stressed syllables are represented by **bold** typed:

“I think the story is **good**.”

For more clear, the stress in the word “good” means that it is the point of the topic. The speaker tries to convince the listener that the story is good.

3. Vocabulary

Vocabulary can be defined as the words used in language, phrase, clauses, and sentences. If someone has many words to utters what they interest to say, they will be smooth to give some information or receive the information. In English vocabulary, the students should know about content words and function words. Ordinarily, content words refer to classes of word (nouns, verbs, adjectives and adverbs); whereas, function words refer to the function of the word in the sentence whether it is as a subjective pronoun or objective pronoun.

In this study, focus of vocabulary analysis is on content words. Here the example of content words:

a. Nouns

Nouns consist of (1) countable noun, i.e., “My **motorcycle** had been stolen by the thief last night”, (2) uncountable noun, i.e., “Lita doesn’t have much **money** to buy a toy for her son”, (3) singular noun, i.e., “Many children like **candy** and **chocolate**”, (4) plural noun, i.e., “Because of my weird hair, many **women** in my class mock me and I don’t like that”

b. Verbs

Verbs consist of (1) transitive and intransitive verb, e.g. “He **sent** me a postcard.” (transitive verb) and “Cheryl often **sneezes** while cleaning house.” (intransitive verb), (2) regular and irregular verb, e.g. “She **studied** English yesterday” (regular verb) and “I **went** to Jakarta last week” (irregular verb)

c. Adjectives

There are some kinds of adjective, for example (1) descriptive adjective, i.e., “His sister has **beautiful** eyes”, and (2) possessive adjective, i.e., “He is **my** brother”

d. Adverbs

The examples of adverb are (1) adverb of place, e.g., “Please put the book **here**”, (2) adverb of time, e.g. “She went to Jakarta **yesterday**” and (3) adverb of manner, e.g. “She smiled to her ex-boyfriend **awkwardly**”.

Furthermore, there are some examples of function words such as pronouns, conjunction, and preposition. To make it clearly, the examples are showed as below:

- a. “I have new friends. **They** are all pretty.” (pronouns)
- b. “She has one brother **and** one sister.” (conjunction)
- c. “They are **at**the airport now.” (preposition)

4. Grammar

Heaton (1991:5) defines grammar as the students ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Basically, grammar refers to the sentence structure i.e., a sentence includes subject, predicate, and object or complement and tenses; i.e., present tense and past tense. Here is the example of sentence structure:

- He sent me a flower.
S P O
- She often sneezes while cleaning house.
S P C

Meanwhile the examples of tenses are explained as follows:

- She **goes** to market every Sunday morning. (present tense)
- He **went** to Malioboro last week. (past tense)

5. Comprehension

Comprehension denotes the ability of understanding the speaker's intention (understand what the speakers said when they tell something) and general meaning (get the point or information what the speakers said) (Heaton, 1991: 35). It can be said that comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information This also means that if person can understand what the speaker said and get the point what the speaker said, it shows that he comprehends or understand well. For example: the students are given a question by teacher,

such as “*What do you know about Cristiano Ronaldo?*”, they can answer question correctly, such as “*Christiano Ronaldo is a football player from Portugal, Miss*” It means that they comprehend what teacher said. They are correct to speak and the audience can understand what they said.

2.4. Teaching Speaking Skill

Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Nunan (2003:48), what is meant by teaching speaking is to teach English language learners to:

- 1) produce English speech sounds and sounds patterns, for example:

“**C**hef, can you give me some **cheese**?”

/ **ef**/, /kən/ /ju// v// m :/s **tɪ:z**/

- 2) use words and sentence stress, intonation patterns and the rhythm of the second language, i.e., “I think the story is **good**.” The bold typed is the stressed syllables.
- 3) select appropriate words and sentences according to the proper social setting (at bus station, airport or supermarket), audience, situation and subject matter,for

example a student asks her teacher to borrow his ruler, she says “**could** I borrow your ruler, Sir?”. She uses **could** as a polite word to ask for permission to her teacher.

Another example is about social setting, i.e. at the bus station, the airport and the supermarket. Here the illustration:

At the bus station

A: Excuse me, Sir.

B: Yes, can I help you?

B: Yes, Sir. I want to go to Sukabumi, yet I am not sure which bus I should take.

A: Well, if you want to go to Sukabumi from this station, you have to take Bumi Putera bus. It goes in route of Jakarta-Sukabumi.

B: Alright, thank you for the help, Sir.

A: You're welcome, Sir.

At the airport

A: Good morning, Sir. Where are you going today?

B: Goodmorning. Today, I am going to England.

A: May I have your ticket and passport, please?

B: Sure, here they are.

A: Thank you. Alright, this is your seat number and the departure gate, Sir. Your flight leaves at gate 5 and it will begin boarding at 10 am.

B: Alright, thank you very much

A: You're welcome, Sir

At the supermarket

A: Excuse me, do you know where can I find the sugar?

B: oh it is at the two block from her, ma'am.

A: Alright, thank you.

B: It is fine, ma'am.

4) organize their thoughts in a meaningful and logical sequence, for example:

I like eating boiling egg, because it is healthy to eat. Also, boiling egg is a rich source of protein and vitamin. Furthermore, boiling egg is easy to make. First, I have to put the raw egg in the saucepan which filled with the water. After that, I put the saucepan on a stove and cook over medium heat. Next, simmer for 10-15 minutes until the egg is boiled. Then, I take the egg with a spoon and put it in the cold water to reduce the heat on the egg. At last, I can remove the shell and eat it deliciously.

5) use language as a means of expressing values and judgments, and

6) use the language quickly and confidently with few unnatural pauses, which is called fluency. For example, if A asks B this sentence: "*Who is your favorite football player?*" B can answer correctly: "*My favorite football player is Cristiano Ronaldo.*"

According to the explanations above, the students will try to use the language in interacting with their friends. Also Harmer (1998:122) states that there are some criteria in teaching speaking for teachers to meet. He suggests that a good plan needs

to have judicious blend of coherence and variety coherence means that students can see the logical pattern to the lesson. The various activities in learning process must have connection between them. This statement suggests that the teacher is required to provide students with a wide range of activities or tasks which are rich in variety but have logical connection to each other.

So, it can be inferred that teaching speaking is the act to teach learners how to produce English speech sounds and sound patterns, use appropriate words according to proper social setting and can organize their thoughts in a meaningful and logical sequence.

2.5. Concept of Game

Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Games are sometimes played purely for entertainment, sometimes for achievement or reward as well. They can be played alone, in teams, or online; by amateurs or by professionals. The players may have an audience of non-players, such as when people are entertained by watching a chess championship. On the other hand, players in a game may constitute their own audience as they take their turn to play.

Key components of games are goals, rules, challenge, and interaction. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulational, or psychological role.

As stated previously, game can be used as an educational tool. Thus, the researcher interested in taking this issue. Game can be used as the tool for language teaching. As stated by Martin (1995) in Brewster and Ellis (2002:172), they explain that a game in language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.

Furthermore Wright, Betteridge, and Buckby (1994:1) state that game helps and encourages many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Moreover Wright, Betteridge, and Buckby(1991:1) state that many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however, is the quality of practice. Games can also be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

Learning a language requires a great deal of effort and games help students to make and sustain the learning. They will not feel bored because game is welcome break from the usual routine of the language class. According to Ersoz (2000) games are highly motivating because they are amusing and motivating. In line with the theory, Lewis (1999) in Mei and Yu-jing (2000): games add variation to a lesson and increase motivation by providing and plausible incentive to use the target language.

Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily (Sugar and Sugar, 2002:5).

Teachers should know the kinds of language games before deciding which games are suitable with the lessons. It is important to know the types of games that are available in order to plan a lesson with a balanced pace. It will help teachers to choose the right games. Language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need (Brewster and Ellis, 2002:174).

Hadfield (1999)classifies language games into some types, they are:

- 1) Sorting, ordering or arranging games, for example, students have a set of cards with different topics and they sort the cards based on the topics.

- 2) Information gap games where one or more people have information and other people need to complete a task.
- 3) Guessing games that are a variation on information gap games, for example, “20 Questions Game”.
- 4) Search games which are the other variant on two way info gap games, with everyone giving and seeking information.
- 5) Matching games where the participants need to find a match for a word, picture, or card.
- 6) Labeling games which are form of matching, in that participants match labels and pictures.
- 7) Exchanging games where students barter cards, other objects or ideas.
- 8) Role-play games that involve students playing roles that they do not play on real life, such as dentist.
- 9) Board games that are mainly involve moving markers along a path.

From the various types of gamewhich has been described earlier,this study selects board game because this typical game is considered most appropriate among the others to attain the goals in teaching speaking. To understand exactly what is meant by board game, the following is the illustration.

2.5.1. Board Game

Board games are familiar game types for children. This type of games mainly involves moving markers along a path (Lewis and Bedson, 1999). Monopoly,

Snake and Ladders, and Ludo are the examples of popular board games. Almost all board games are the imitations of situations in real life. Board games have also been used to teach children basic facts and information about the world in which they live. (Provenzo, 1981:2)

Furthermore, board games can be used in language classrooms to teach the learners to speak. This is true because one of the main goals of language teaching is to equip the students with the ability to communicate in the target language. According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world.

In brief, using board games in language learning gives a lot of benefits. One of them is that board games are flexible. Chang and Cogswell (2008) state that board games are adaptable assets in the classroom because board games can be used as intended for native speakers, adapted to teach specific language forms and functions, adapted for various ESL/EFL contexts, age groups, proficiency levels, and content and adapted as communicative in the classroom. Thus, the games can also be adapted as a concept for making their own educational board game.

As has been mentioned previously that when using board games, the teacher should keep in mind how these five characteristics are exemplified in student interaction.

Furthermore, it is important that lessons that implement board games should be composed of warm-up activities, formal instruction, tasks, and wrap-up/reflection activities that integrate all language skills to provide learners with a holistic language learning experience (Chang and Cogswell, 2008).

When using board games, the teacher should keep in mind how these five characteristics are exemplified in student interaction. Furthermore, it is important that lessons implementing board games should be composed of warm-up activities, formal instruction, tasks, and wrap-up/reflection activities that integrate all language skills to provide learners with a holistic language learning experience (Chang and Cogswell, 2008). In short, board game is a very beneficial technique to help English teachers teach speaking to their students. To be clearer, the following is description of how the board game is used properly in teaching speaking.

2.5.1.1. Board Game as The Technique in Teaching Speaking

The researcher used board game in learning speaking. Board games are familiar game types for children. This type of games mainly involves moving markers along a path (Lewis and Bedson, 1999). Monopoly, Snake and Ladders, and Ludo are the examples of popular board games. Almost all board games are the imitations of situations in real life. Provenzo (1981:2) states that board games have also been used to teach children basic fact and information about the world in which they live.

Hammond (2011:1) says while the concept of a board game is not new, the playing of board games is timeless. Many of us enjoy playing a good board game now and then. There are 5 important concepts that playing board games can teach children. They are:

1. Taking Turns and Having Patience

In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general, because they are already used to play this game after several practices. So, they are able to having patience in order to wait their turn.

2. Playing Fair

It is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things do not turn out as planned. It will also teach them to be honest in school and, later on, the workplace, because board game teaches them to play fair so that they are used to be more honest.

3. Reasoning and Strategy Skills

Playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in

making everyday life decisions throughout, because this game trains them to be able to having strategy.

4. Good Sportsmanship

Many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins, because in the game, there are always the winner and the loser, so we have to accept the decision.

5. Friendships and Working Together.

Learning this concept can help them in any friendships they have as well as to be happy about others achievements. This is true because board game should be played by more than one people, so it makes the players making a friendship.

2.6. Procedure of Teaching Speaking Using Board Game

To create a successful teaching through board game, there are some steps that were used in teaching speaking to the students which has been modified with the teaching steps. The procedures of teaching speaking using board game are as follow:

1. The teacher prepares the equipment of the game such as the game boards, dices, rules, and counters for each group.
2. The teacher tells the students that they are going to study using board game.

In this case, teacher uses snake and ladder board game.

3. The teacher divides the students to work in the groups. Each group has one board game and two dices.
4. The teacher explains the rules of the activity:
 1. Each of the students takes turns to roll the dice and the one who gets the highest number will go first and decides order of the players. First player rolls the dice and moves forward according the number of the dice.
 2. The first player rolls the dice and moves to the next square according to the number that the dice indicates.
 3. Take a card according to the number of the square indicates then read aloud the clue in the card.
 4. The player should communicate with their friends within the group using the clue on the card. The group members also have to respond to the player who is playing.
 5. Continue the playing, roll the dice again. If player gets snakes; turn off from the snake tip until the snake's tail. If player gets ladders; turn on from bottom of the ladder until top of the ladder. To finish you have to land directly on the square last square
5. The teacher commands the students to begin the game.
6. At the end, the teacher gives the evaluation.

2.7. The Applicability of The Board Game

In practicing speaking class by using board game, the researcher followed the following procedures:

1. Pre Activity

- a. Teacher greets the students

T: Assalamualaikum, good morning students. How are you?

S: Waalaikumsallam, Good Morning, Miss. I'm fine and how are you?

T: I'm fine too. Thank you

- b. The teacher asks several questions to the students to get some information and to stimulate students' background knowledge about the material.

T: Do you have favorite artists?

S: Yes, I do.

T: Who is your favorite artist's name?

S: Her name is Raisa, Miss

T: Can you tell me what her job is?

S: Yes, I can, actually she is a pop singer.

T: And do you know where was she born?

S: Yes, I know. She was born in Jakarta

T: That is right. So here I have the example of recount text about Idol

- c. Teacher gives the example of recount text about Adele and ask them to read the text randomly and asks several questions related to the text

T: Do you know what the text tells about?

S: Yes, i know. It is about Adele's biography

T: From the text you have heard before, do you know where was she born?

S: Yes, I know. It was said that she was born in Tottenham

T: and do you know how many awards she won?

S: yes, i know. Amazingly, she won 92 awards.

T: So in conclusion, what kind of the text is it?

S: It is recount text, Miss.

T: That is right. So we will learn about recount text. Anybody knows the generic structure of recount text?

S: Yes, I do. It consists of first orientation, second events, and the last is reorientation Miss.

T: That is right.

2. While Activity

- a. Teacher informs to the students that they are going to play board game and shows the board game.

T: Well, today we are going to learn recount text by playing a game. The game is actually snake and ladder board game. Have you ever played this board game?

S: Yes, we have Miss.

T: That is very good, then.

- b. Teacher explains how to play and the rule of the board game and divides the students into group consist of two.

- c. Teacher instructs them to begin the game.

T: Alright. Now, you may start to play the game now. I will walk around to observe you.

S: It is alright, Miss. We are ready to play the game.

3. Post Activity

- a. The teacher asks students to retell the biography based on their own word from the information that they have got from the game.

T: Prepare yourself, please retell the biography based on the information you got. I will ask you randomly.

S: Alright, Miss.

- b. To evaluate, teacher asks the students to tell about their own idol's biography in front of the class.

As already noticed from the procedure above, the writer believes that it can help English teachers and students to be more active, creative and effective in delivering and accepting certain material by using board game as a media in teaching-learning process.

2.8. The Analysis of Relevant Studies

There have been several previous studies related to board game. The first study was conducted by Lia (2015). The title of the research is Improving Students' Speaking Skills through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in The Academic Year of 2013/2014. The aim of this study is to find out whether there is any improvement of the students' speaking skill after they are taught using Board Game. The research method used in her study was action research and the results

show that there is improvement of students' speaking skills after using board games. She also finds some significant differences before and after using board games improved the students' confidence and made the student more active to speak, because the games provided a friendly atmosphere in which the students could learn to use language expressions in a joyful way.

The second study was conducted by Rahmawati (2012) in titled of Improving The Fourth Grade Students' Speaking Skills Through Board Games at SD Muhammadiyah Pepe Bantul Yogyakarta. The research method used in this study was action research. She used the kind of the game as a mediain teaching and learning process to improve the students' speaking skills. The research findings show that there are improvements of students' speaking skills after using board games.

Furthermore, the difference between these researches and this research is the subject of the research. In this research the researcher uses senior high school students as the subject.

2.9. Advantages and Disadvantages of Board Game

The advantages and the disadvantages of board game are:

2.9.1. Advantages of Using Board Game

Carly (2010, 21). There are many advantages of using board game in the classroom they are:

1. They are motivating and challenging.

2. Board game helps students to make and sustain the effort of learning.
3. Board game provides language practice in the various skills- speaking, writing, listening and reading.
4. They encourage students to interact and communicate.
5. They create a meaningful context for language use.
6. Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
7. Board game usually involves friendly competition and they keep students interested in learning the language.
8. Board game can help them (children) learn and hang on to new words more easily.

2.9.2. Disadvantages of Using Board Game

According to Dewar (2009), there are some disadvantages of using board game for teaching speaking in classroom:

1. Most people play with house rules (e.g. money under free parking, not using the auctions, etc) that cause the game to last much longer than it should.
2. Player elimination. Players can get knocked out of the game early. Who wants to watch other people play a game?
3. Once all the properties are bought & traded, the game is just rolling the dice until everybody goes bankrupt, and it tend to be too dependent on luck.

4. Board game does not scale well to the number of players. 4 players seem to be ideal.
5. Players takes too long and 2 players is completely pointless (without trades, it's all luck).

2.10. Theoretical Assumption

From the frame of theories and explanations above, it can be assumed that speaking is important skill. The students are able to communicate not only in written form but also in oral form and the researcher assumes that board game as a technique is one of techniques that can be used to teach speaking. Board game has particular value which in teaching activity there are interaction and communication functions. In this board game technique, students are provided with the opportunity in which they have to spend most of their learning time on sharing the idea as communication.

Furthermore, the researcher assumes that using board game in teaching speaking can give the positive effect in improving students' speaking skill and it is also hoped that board game can improve five aspects of speaking, such as pronunciation, grammar, fluency, vocabulary, and comprehension.

2.11. Hypothesis

Based on the theories and theoretical assumption that have been explained above, the researcher hypothesized that:

1. There is a difference of the students' speaking skill after they are taught by using board game.
2. The aspect that improves the most after being taught using board game is grammar.

III. RESEARCH METHODS

This chapter discusses about the methods of the research, such as: research design, population and sample, variables, data collecting technique, research procedures, criteria of evaluating students' speaking, validity and reliability, data analysis, data treatment and hypothesis testing.

3.1. Research Design

The research was quantitative research. The goal of this research was to find out the difference of students' speaking skill after being taught using board game. The students had pre-test before treatment, and at the end they had post-test after the treatment. The research design is presented as follows:

T1 X T2

This formula can be further illustrated as follows:

T1 means Pre-test (speaking test before giving treatment)

T2 means Post-test (speaking test after giving treatment)

X means Treatment (teaching speaking using board game)

(Hatch and Farhady, 1982:20 in Setiyadi2006:44)

The subject of the research was given the treatment of teaching speaking using board game. Before giving the treatment, researcher conducted a pretest in order to find out the students' speaking skill before the treatment of teaching speaking using board game. In administering the treatment, the researcher used board game in teaching speaking. After the treatment, researcher conducted a post test in order to measure how far the improvement of the students' speaking skill after the treatment.

3.2. Population and Sample

The population in this research was the first grade students of SMAN 7 Bandar Lampung which consists of ten classes and there are 25-35 students of each class. The researcher used one class as an experimental class.

3.3. Variables

Variable is a concept – a noun that stands for variation within a class of objects (Fraenkel and Wallen, 2009:39). There are two kinds of variables named independent variable and dependent variable. The independent variable of this research is the implementation of board game in teaching speaking. The dependent variable is the improvement of students' speaking skill.

3.4. Data Collecting Technique

In collecting the data, the researcher will use two techniques as follows:

1. Pre-test

The researcher administered pre-test before treatment. It aimed to know the students' speaking skill before the treatment. The researcher administered the pre-test to get to know the equality and difference of the students. Before conducting the pre-test, the researcher gave the topic and information, and then the students chose the topics and performed it in front of the class. The tests focus in oral test and the researcher records students' performance. The time provided was 2x45 minutes for all students.

2. Post-test

The researcher administered post-test after the treatments. It was the same as in the pre-test, but it was aimed to see the development of the students after having the treatment. The researcher recorded the students' performance. The time provided was 2x45 minutes for all students.

3.5. Research Instruments

The instrument of this research was speaking test which consisted of the pretest and the posttest. The data was analyzed from the result of those activities which will be clarified as follows:

1) Pretest

Pretest was conducted in order to measure the students' speaking ability before the treatment. This test was conducted in the first meeting. The students were asked to tell a short paragraph about someone's biography especially about famous people orally. For the test of speaking, the researcher asked the students to tell a short

paragraph a short paragraph about their favorite idol's biography and focus on content paragraph especially in generic structure and languages features of recount text, i.e., the use of use of chronological connection, linking verbs, action verbs and simple past tense. Then, it was conducted within 90 minutes.

2) Posttest

After conducting the treatment, the post test was administered. The post test was speaking test It was done in order to find out the students' improvement after the treatment. This test was conducted in the last meeting. Furthermore, the test had the same form as the pretest which the students tell a short paragraph about their favorite idol's biography and focus on content paragraph especially in generic structure and language features of recount text. This test was done within 90 minutes. There is an illustration of posttest.

Speaking test

In this test, you are supposed to make a form of description about someone's biography based on the points of direction below

Direction:

1. Choose one of the pictures.
2. Make a short biography based on the information given.
3. Use Simple Past Tense and transactional signal (and, then, yet, but, furthermore, but).
4. Present a short biography in front of the class.
5. The presentation will be scored based on 5 aspects of speaking. There are pronunciation, fluency, vocabulary, grammar, and comprehension.
6. Time will be provided is 2x45 minutes.

3.6. Research Procedures

The procedures of the research are as follows:

1. Selecting and Determining the Population and Sample

The population of the research was the students of SMAN 7 Bandar Lampung as population. The sample was one class which consists of 35 students.

2. Selecting Speaking Material

In selecting the speaking material, the researcher used the syllabus of the first year of high school student based on school based curriculum or K13, which was the curriculum used by the school.

3. Conducting Pre-test.

In this study, there was one pre-test that was proper to the first grade students of SMAN 7 Bandar Lampung. The writer administered the pre-test in order to find out how far the competence of the students in speaking skill before the treatment. The test focused on oral test. The material of the test was related to the K13 curriculum. The topic is about my idol. While the students tell about their idol, the teacher recorded the voices. The test was held for 90 minutes. The scoring system was based on the rating scale by Harris (1974).

4. Giving Treatment.

The researcher presented the material for treatment by using Board Game. The students were commanded by teacher to respond or to answer the questions. There are

four times of class meeting, two meeting was used as the treatments. However, each treatment was held for 90 minutes.

5. Conducting Post-test.

The post-test was administered after the treatment. It was to find out the progress of the students' speaking ability after being given the treatment using board game. The scoring system was adapted by Harris rating scale. In conducting the post-test, the students' was given the pictures of famous people. After that, the teacher asked the students to choose one of them and explain about their biography in front of the class. The test was oral test which was the students' were asked to speak clearly since their voice was recorded during the test.

6. Analyzing, Interpreting and Concluding the Data.

After collecting the data, the recorded data was scored by the two raters. The data was analyzed by referring the rating scale namely pronunciation, vocabulary, fluency, comprehensibility and grammar.

3.7. Validity and Reliability

3.7.1. Validity

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). A test must aim to provide true measure of the particular skill which is intended to measure.

According to the Hatch and Farhady (1982:281) there are two basic types of

validity; content validity and construct validity. The validity of the pre-test and post-test in this research related to the content validity and construct validity of the test.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum. Content validity is the extend to which a test measures a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test.

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to the language. In this research, the researcher measured the pre-test and post-test's certain aspect based on the indicator. It is examined by referring the aspects that measure with the theories of the aspect namely, pronunciation, vocabulary, fluency, comprehensibility, and grammar. A table of specification is an instrument that helps the raters plan the test.

The scores of each point are multiplied by four. Hence, the highest score is 100. So, if the students got score (1) 5, the score is 20 ($5 \times 4 = 20$)

(2) 4, the score is 16 ($4 \times 4 = 16$)

(3) 3, the score is 12 ($3 \times 4 = 12$)

(4) 2, the score is 8 ($2 \times 4 = 8$)

(5) 1, the score is 4 ($1 \times 4 = 4$)

Likewise, if student gained 4 in Pronunciation, 4 in Vocabulary, and 3 in Fluency, 4 in comprehensibility and 3 in grammar.

Therefore, the student's total score will be:

Pronunciation	$4 \times 4 = 16$
Vocabulary	$4 \times 4 = 16$
Fluency	$4 \times 4 = 16$
Comprehensibility	$4 \times 4 = 16$
<u>Grammar</u>	<u>$3 \times 4 = 12$</u>
Total	68

Thus, his or her final score is 68.

To be more concrete, each score of speaking based on five components can be compared in the percentage as follows:

The integrity of grammar aspect is 20%

The integrity of vocabulary aspect is 20%

The integrity of fluency aspect is 20%

The integrity of pronunciation aspect is 20%

The integrity of Comprehensibility aspect is 20%

So, if the all aspect is combined, the total percentage is 100%.

3.7.2. Reliability

Reliability refers the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985:70). In achieving the

reliability of the pre-test and post-test of speaking, inter rater reliability was used in this study. The first rater is the researcher herself and the second rater is the English teacher from SMA N 7 Bandar Lampung who has graduated her undergraduate program from STKIP Tanjung Karang in 1993. She had been a teacher in SMA Negara Ratu Lampung Selatan since 1994 until 2002. Then, in 2003 she has been teaching as English teacher in SMA N 7 Bandar Lampung until now.

In achieving the reliability of pre-test and post-test of speaking test, first and second raters discuss of the speaking criteria in order to obtain the reliable result of the test. The researcher will use Rank Order Correlation in determining the reliability. The statistical formula of reliability is as follow:

$$R = 1 - \left(\frac{6 (\sum d^2)}{N (N^2 - 1)} \right)$$

R is reliability

N is number of students

d is the different of between R1 and R2

d^2 is the square of d

1-6 is constant number

After finding the coefficient between raters, the researcher analyzes the coefficient of reliability with the standard of reliability below:

- | | |
|----------------------------|-----------------------------|
| a) A very low reliability | (ranges from 0.00 to 0.19) |
| b) A low reliability | (ranges from 0.20 to 0.39) |
| c) An average reliability | (ranges from 0.40 to 0.59) |
| d) A high reliability | (ranges from 0.60 to 0.79) |
| e) A very high reliability | (ranges from 0.80 to 0.100) |

(Slameto, 1998:147)

In order to measure reliability of two raters, rank order correlation was used in this study. The formula can be described as follows:

$$p = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6(136)}{35(35^2 - 1)}$$

$$p = 1 - \frac{813}{42840}$$

$$p = 1 - 0.018$$

$$p = 0.982$$

The result of reliability of two raters in the pre-test is 0.982. Based on coefficient of reliability with the standard of reliability by Slameto (1998:147), the reliability of pretest is very high.

Meanwhile the result of the reliability of two raters in the post-test is 0.99. So the reliability of two raters in the post-test is also very high. The formula can be described as follows:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6 \cdot (74)}{35(35^2 - 1)}$$

$$p = 1 - \frac{444}{42820}$$

$$p = 1 - 0.010$$

$$p = 0.99$$

3.8. Data Analysis

To get to know the improvement of students' speaking ability taught by using Board Game and students' score is computed by doing these activities:

1. Scoring the pre-test and the post-test.
2. Finding the mean of pre-test and post-test.

The mean is calculated by applying this formula:

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

This formula can accordingly be illustrated as follows:

M refers mean (the average score)

X denotes students score

N means total number of students

(Arikunto, 1999:68)

Then the mean of pre-test is compared to the mean of post-test to see the improvement. In order to find out whether the students get an improvement, the researcher uses the following formula.

$$I=M2-M1$$

Notes:

I refers the improvement of students' speaking achievement.

M2 relates the average score of post-test

M1 is the average score of pre-test

After the data are collected, the researcher treats the data by using the following procedures:

Putting the data of score of pre-test (T1) and posttest (T2) on table below:

Stud's code	Pronunciation (1-20)	Fluency (1-20)	Grammar (1-20)	Vocabulary (1-20)	Comprehension (1-20)	Total (1-100)
AA						
AB						
AC						
....						

Row data of oral test

No	Students' code	Rater 1		Rater2	
		Pre-test	Post-test	Pre-test	Post-test
1	AA				
2	AB				
3	AC				
....					

3.9. Data Treatment

In order to find out the difference and improvement of students' speaking skill after being taught by using board game, the researcher used statistics to analyze the data using the statistical computation i.e. Repeated Measures T – Test of SPSS. According to Setiyadi (2006:168-169), using Repeated Measures T - Test for hypothesis testing has 3 basic requirements, namely:

1. The data is interval or ratio.
2. The data is taken from random sample in population (not absolute).
3. The data is distributed normally.

3.10. Hypothesis

After collecting the data, the researcher analyzed them to find out whether there is an improvement of students' speaking skill after being taught using board game. The researcher used Repeated Measures T-test to find out the difference of the treatment effect.

The hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < .$ It means that the probability of error in the hypothesis is only about 5 %. The hypotheses are as follows:

H_0 : There is no difference of the students' speaking skill after being taught using board game. The criteria of H_0 is accepted if alpha level is higher than 0.05 (> 0.05).

H₁: There is a difference of the students' speaking skill after being taught using board game. The criteria of H₁ is accepted if alpha level is lower than 0.05 (< 0.05).

3.11. Schedule of the Research

In conducting this research, the researcher took four meetings, i.e. pretest, first treatment, second treatment, and posttest. To be more specific, the table below describes the administration of the research.

Meetings	Day and Date	Activity	Description
1 st meeting	Saturday, April 1 st 2017	Pretest	The researcher administered the pretest before the treatment. The pretest was the speaking test before the implementation of board game.
2 nd meeting	Saturday, April 8 th 2017	Treatment	The researcher administered the treatment by teaching speaking using board game. In the first treatment the researcher taught the students about recount text with the theme "My Personal Diary"
3 rd meeting	Saturday, April 22 th 2017	Treatment	In the second treatment, the researcher taught speaking skill by using board game. The text is still about recount text but the theme was different. The theme of this second treatment was "Talking about an Idol"
4 th meeting	Saturday, April 29 nd 2017	Posttest	The posttest was conducted after the treatments. The post test was speaking test.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is the final chapter of this research. This chapter presents the conclusion of the research findings and suggestions for English teacher and for further research.

5.1. Conclusion

Based on the results of the data analysis and discussion, the researcher would like to states a conclusion as follows:

1. There was significant difference of students' speaking skill after being taught using board game at the first grade of SMAN 7 Bandar Lampung. It can be seen from the result of the hypothesis test which showed that at significant level of $p < 0.05$ ($p = .000$), t-value (14.679) was higher than t-table (2.032). The students' mean score in pre-test was 51.65 increased to 71.08 in posttest with 19.45 of gain. It can be concluded that Board Game can be used to improve students' speaking skill.
2. The aspect of speaking improves the most after being taught using board game at the first grade of SMAN 7 Bandar Lampung was grammar. This technique also improved all aspects of speaking ranging from the higher to the lower improvement, they were:

- 2.1. Grammar improved from 10.57 to 14.62, so this aspect of speaking improved 4.05 because they were able to use phrases, clauses, and sentences fairly well.
- 2.2. Fluency improved from 9.65 to 13.60, so this aspect of speaking improved 3.95 because the students were able to speak fluently, accurately, and smoothly without too much use of any pause, such as; “ums” or “emm”
- 2.3. Vocabulary improved from 10.68 to 14.62, so this aspect of speaking improved 3.94 because the students could apply appropriately the right close class such as; conjunctions, pronouns, and prepositions, and open class such as nouns, verbs, adjectives, and adverbs in the utterance.
- 2.4. Comprehension improved from 10.45 to 14.28, so this aspect of speaking improved 3.83, because the students understood and were able to express their ideas well.
- 2.5. Pronunciation improved from 10.28 to 13.88, so this aspect of speaking improved 3.60, because the students could pronounce the stress, the pitch, the sound and the intonation well.

5.2. Suggestions

In reference to the conclusion above, some suggestions can logically be recommended as follows:

5.2.1 Suggestions for English Teachers

- a. Since the students have the lowest score in pronunciation, it is necessary for the teacher to improve students' pronunciation by give them practice to pronounce some words. Because the students need to practice more to improve their pronunciation. For example, the teacher lets the students imitating some complex words through effective practices.
- b. In order to improve the comprehension skill, it is necessary for the teacher to improve students' comprehension by give them practice. For example, the students are asked to listen to a story and the teacher may give them questions to find out whether the students comprehend well or not. If the students are able to answer the questions, it means they comprehend well.

5.2.3. Suggestions for Further Research

- a. It is suggested for other researchers who will conduct the similar research to improve and explore other kinds of teaching speaking techniques. If they will use board games to improve speaking skills, it is suggested to vary the topics. Apply other kinds of texts, i.e. procedure, descriptive, narrative, report text etc.

- b. Since the researcher just conducted her research at the first year of senior high school, further research can be conducted on different level of student at senior high school. It is to investigate whether there is a different result in students' speaking ability taught by using Board Game in speaking achievement.

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