THE IMPLEMENTATION OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF SMAN 3 BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

THE IMPLEMENTATION OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING SKILL AT THE FIRST GRADE OF SMAN 3 BANDAR LAMPUNG

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Speaking is one way to express the idea orally. It measures the success of the learners in learning language. However, speaking is considered as difficult skill to study because it involved several aspects, they are: pronunciation, grammar, vocabulary, fluency and comprehension. For this reason, it is not surprising that most of SMA students have a hard time in acquiring this skill. Therefore, this research was aimed to find out significant improvement of students' speaking achievement and the aspect of speaking that improved the most after implementing board game at the first grade of SMAN 3 Bandar Lampung. This research was a quantitative which used one group pretest-posttest design.

The subjects of this research were 36 students of class X IPA 2 at SMAN 3 Bandar Lampung in the academic year 2018/2019. Furthermore, speaking test was used as the instrument in this research. Additionally, there were two raters to assess students' speaking performances in order to fulfill the reliability of the test. With the regards to construct validity, the students' speaking achievement were measured in only four aspects of speaking, they are: grammar, vocabulary, fluency, and comprehension. Moreover, the materials given were suitable with the curriculum to fulfill the content validity of the test. Thus, the data were analyzed using repeated measure t-test in which the significance was determined by $p<0.05$.

The result of the research showed that t-value was higher than t-table (-9.401 > 2.030) and the value of the significant level was 0.00<0.05. The mean score of posttest (78.18) was higher than the pretest (68.2) and the gain was 9.98. It means that there was a significant improvement in the students' speaking achievement after being taught using board game. Overall, regarding to the results above, it can be stated that board game is applicable to improve students' speaking achievement.

Keywords: aspects of speaking, speaking, board game, achievement

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By:
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CURRICULUM VITAE

The writer's name is Nabila Putri. She was born on July 21th 1996 in Bandar Lampung, Lampung. She is the first daughter of Farida and Teddy Haryanto.

She enrolled SD Negeri 2 Beringin Raya Bandar Lampung in 2002 and graduated in 2008. After that, she continued her studies at SMP Negeri 4 Bandar Lampung and graduated in 2011. Then, she continued her studies at SMA Negeri 7 Bandar Lampung and successfully finished in 2014.

Through SBMPTN, she was accepted in English Education Study Program of the Faculty of Teacher Training and Education in University of Lampung in 2014. She carried out her research from February 1th 2018 to February 21th 2018 in SMA Negeri 3 Bandar Lampung.

DEDICATION

This script is entirely dedicated to:

My father and mother

Teddy Haryanto and Farida

My beloved Uncle

Rudi

Myself

Him

My sister and brother

Hanisa Amalia and Theo Hartawan

My bestfriends

My friends in English Education Study Program 2014

My almamater

Lampung University

MOTTO

"No one is ever ready. Just go on."

(The writer)

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All praises are rendered only to Allah SWT, the almighty God, for the gracious mercy and blessing that enabled me to finish this work. Greeting is never forgotten, peace be upon Prophet Muhammad SAW and his family, followers and all Muslims. This script entitled "The Implementation of Board Game to Improve Students' speaking Achievement at the First Grade of SMAN 3 Bandar Lampung" is submitted as partial fulfillment of the requirement for S-1 Degree at the Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung.

In this case, the writer would like to express her deep gratitude and respect to those who have valuable contribution in helping and supporting her to finish this script.

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13. All friends in English Education Study Program 2014.

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Hopefully this script will give positive contribution to the educational development and also to those who want to carry out further researches. The writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critiques, and suggestions are highly appreciated for better future improvement.

Bandar Lampung, 17 Mei 2018

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I. INTRODUCTION

This chapter presents the background of the study, the research questions, the objectives of the study, the uses of the research, the scope of the research, and definition of terms. This part is made as an introduction to the study that had been conducted. The contents of the chapter are available below.

1.1. Background

English is compulsory subject to be learnt at school. It has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school. English subject has some learning skills which are listening, speaking, reading, and writing. In formal education listening and especially speaking get less proportion in teaching learning process. The teachers tend to give more proportion on reading and writing. It is supported by the fact that there is no speaking test in English examination test. The teachers also assume that giving the students reading/writing tasks makes them more quite and focus rather than giving them speaking tasks which usually seems to make the class very noisy. As a result the students assume that speaking is not essential skill to study.

However, Nunan (1991: 51) says that "success is measured in terms of the ability to carry out a conversation in the (target) language". The students are considered as success learners if they can communicate well using English. One productive skill which is used for communication orally is speaking. According to Brown

(2001: 267) Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, also the presence of speaker and listener. It reflects the use of communicative competence into practice and applies it in real communication. Therefore, it is important for teachers to give great attention in teaching speaking.

The goal of teaching speaking is to make the students able to speak in target language fluently. Unfortunately, most of students are unable to speak English because, they neither know how to pronounce the words in English nor have sufficient vocabulary. Consequently, the students are unwilling to actively and fully participate in teaching learning process. It is supported by writer's experience in Teacher Training Practice (PPL) in SMPN 5 Blambangan Umpu Way kanan for two months. Some students had no interest in joining the classroom activities especially in speaking. It was because they felt shy and uncomfortable to speak English for the fear of making mistake. Moreover, they also assumed that pronouncing English word was difficult since they barely had time to practice it in the classroom. As such, they become very cautious and lack of self-confidence whenever they must speak in the target language. As a result, the learning proccess did not run well.

In line with writer's experience of teaching in SMPN 5 Blambangan Umpu, the result of interview with the English teacher of SMAN 3 Bandar Lampung also shows that students were lack of vocabulary and grammar. Based on the interview the teacher said that the students were often afraid to express their idea using in English for the fear of being wrong. They also had very limited vocabulary so that it was hard for them to construct sentences in English. Consequently, the students had low speaking proficiency.

In order to encourage the students to speak, students should be in situation in which provokes them to speak English comfortably. Fun atmosphere of the class must be created by the teacher. A fun classroom experience, in which they are actively involved, resulted in students are feeling happy, excited, and energetic (Susi, 2013). One way to create a fun classroom is through game.

Chen and I-Jung (2005) state that game offers students fun filled and relaxing learning atmosphere. It can not be denied that fun and relaxing atmosphere play an important role in teaching learning process. It allows the students to have the opportunity to work on teams by helping and collaborating with each other. Games also help the teachers to create contexts in which the language is useful and meaningful. There are many kinds of game that can be used in teaching learning process; one of them is board games.

Board games is any of many games of strategy or chance played on a specially designed board; often involves two or more opponents moving pieces and using dice or cards. Board games allow the students to work in groups and provoke the students to explore and interrogate information in a fun and interactive way. It can stimulate students' interest in learning speaking as well as encourage them to speak up their idea. In addition, Lee (2012) argues that if board games are aligned with the national curriculum and matched with specific learning objectives, implementing board games can be effective and meaningful teaching tool when players learn and generate chunks of language from the games.

It is supported by previous finding conducted by Susanti (2005: 45). She developed a board game for vocabulary learning of grade X senior high school students. In line with Nirmawati (2015) who implemented board game to teach speaking at VII grade of junior high school 13 Malang. Both of those findings showed that students were interested in playing board games. It also affected both

the vocabulary and speaking mastery. From those studies, it can be concluded that board game can improve students' speaking achievement.

Therefore, board game is proved to be the best solution to improve students' speaking achievement in SMAN 3 Bandar Lampung. The results of this study support the previous findings conducted by Novianne (2011) in elementary school of Al Azhar 1 and Jayanti and Murdibjono (2012) in Junior high school. In brief, the research is expected to give some contributions for language teaching.

1.2. Research Questions

Based on the background above, the questions formulated by the researcher are as follows:

1. Is there any significant improvement on students' speaking achievement after being taught by using board game?
2. What aspect of speaking improves the most after being taught by using board game?

1.3. Objectives of the Research

1. To find out whether there is any significant improvement on students' speaking ability after being taught by using board game
2. To find out which aspect of speaking improves the most after being taught by using board game.

1.4. Uses of the Research

This research is hopefully useful both theoretically and practically:

1. Theoretically

 a. The result of the research is expected to develop the literature of English teaching technique in teaching speaking.

 b. The result of the research is expected to give beneficial empirical data as reference for further study on the use of board games in improving students' achievement in speaking.

2. Practically

 a. The result of the research is expected to help the learners improve their achievement in speaking through board game.

 b. The result of the research is expected to provide new media for the teachers so that they can implement it in their teaching learning process.

 c. The result of the research is expected to give insights to the researcher about what things which have to be considered in every teaching and learning process.

1.5. Scope of the Research

This research focuses on using board game as media of teaching to improve students' speaking ability in senior high school 3 Bandar Lampung. It is also expected to find out the aspect of speaking which improves the most after using board games in teaching learning process. Therefore, the material used in this study is restricted to discuss only recount text in teaching learning process. Furthermore, the scoring rubric is also restricted to only four aspects of speaking, they are: comprehension, vocabulary, grammar and fluency.

1.6. Definition of Terms

Some specific terms are used in this research. In order to avoid misunderstanding, the terms are defined as follows:

a. Speaking

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed. It is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener (Brown, 2001:267). From those definitions, it can be concluded that speaking is one way to deliver someone's idea.

b. Board Game

Board games is any of many games of strategy or chance played on a specially designed board; often involves two or more opponents moving pieces and using dice or cards (www.definition.net).

c. Improvement

According to Oxford (2011:222) improvement is the process of becoming or making something better than it was before.

d. Achievement

Achievement is the result of an activity that has been done, created, pleasing, obtained with tenacity the way of work, either individually or in groups in certain activities (Djamarah, 1994:19).

e. Significant

Significant, in terms of statistics, is defined as "probably caused by something other than mere chance." It has to do with the like hood that a research result is true (i.e., a real effect of intervention) and not merely matter of chance.

As the researcher has elaborated the points above; in brief this study already has the strong background in conducting the research. Still, this study needs the review of theories concerning the research topics and conceptual framework underlying the study as the next chapter presents.

II. LITERATURE REVIEW

This chapter explains about speaking, aspects of speaking, teaching speaking, motivation, board games, previous studies, procedure of teaching speaking using board games, advantages and disadvantages, theoretical assumption, and hypotheses.

2.1. Concept of Speaking

Mastery of speaking skill is priority for many language learners since it becomes the consideration in deciding the success of students in acquiring language. Speaking is one of productive skill which is used for oral communication. It is the activity that involves two people; the speaker or the sender and the listener or receiver.

In line with Brown (2001: 267) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Communication is the way to express thoughts, opinions and feelings in terms of talk or conversation. The learners are considered to be success in learning language if they can speak in target language. However, speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Flor, 2006: 139).

Bygate (1987:3) states that Speaking in foreign language is not as easy as speaking in our mother tongue. It is obvious that in order to be able to speak in

target language, it is necessary to know a certain amount of grammar and vocabulary. Speakers know how they can speak well because of their linguistic knowledge. There are some linguistics knowledge like; genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary and phonology (Thornbury, 2000:11). Therefore, the knowledge of using an appropriate vocabulary and construct it grammatically are needed. Vocabulary helps the learners to know the meaning and the context of a word so that the learners can use it appropriately. Furthermore, grammar helps the learners to produce spoken-sentence and to derive meaning from some instructions or contexts.

In brief, it can be said that speaking is important aspect in learning language, as Huebner (1960:4) states, "language is essentially speech, and speech is basically communication by sounds". Therefore, the learners also need to know how to use language in context.

2.2. Aspects of Speaking

Speaking is considered to be important skill since most of foreign language learners are interested in making themselves sound like the native speaker of language. For this reason, there are several aspects of speaking which should be paid attention by the learners. As proposed by Brown (1997: 4), those aspects are pronunciation, fluency, vocabulary, grammar and comprehension.

1. Pronunciation

Based on Longman Dictionary (2000: 429) pronunciation is the way acertain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges (1995:14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically. Thornbury (2005: 8) states that people can be said as fluent speakers if they fulfill the following features:

a. Pauses may be long but not frequent
b. Pauses are usually filled
c. Pauses occur at meaningful transition points
d. There are long runs of syllables and words between pauses

3. Vocabulary

Based on Longman Dictionary (2002:580) vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Grammar

According to Brown (2001:362) Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

a. Who the speaker is
b. Who the audience is
c. Where the communication takes place
d. What communication takes place before and after a sentence in question
e. Implied versus Literal Meaning
f. Styles and Registers
g. The alternative forms among which a produce can choose.

Written Grammar	Spoken Grammar

• Sentence is the basic unit of construction
• Clauses are often embedded (subordination)
• Subject + Verb + Object Construction
• Reported speech favored
• Precision favored
• Little ellipsis
• No question tags
• No performance effects
	• Clause is the basic unit of construction
	• Clauses are usually added (co-ordination)
	• Head + Body + Tail Construction
	• Direct speech favored
	• Vagueness tolerated
	• A lot of ellipsis
	• Many question tags
	• Performance effects, including
	   ✓ Hesitations
	   ✓ Repeats
	   ✓ False stats
	   ✓ Incompletion
	   ✓ Syntactic blends

5. Comprehension

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). Therefore it can be said that if the students understand what the teacher said and give the responses, it means they are able to comprehend or understand what is heard. For example: the students are given a question by teacher, such as "*What do you eat for breakfast ?"*, they can answer question correctly, such as "*I eat fried rice, Miss"*. It means that they comprehend what teacher said. In short, at its most basic level, comprehension means understanding what is heard or read.

In short, it can be concluded that the learners who are good at speaking will master those aspects above.

2.3. Teaching of Speaking

Teaching speaking at classroom has been the main concern for the teachers nowadays. As proposed by Brown (2000: 7) Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. Since the goal of teaching speaking is to make the learners able to use the target language in real communication, choosing the appropriate method and media to teach English and creating an enjoyable atmosphere are significant since it decides the success of teaching. This is supported by Harmer (2007: 345) stated that it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. The students need to feel comfortable so that they will not feel anxious to speak up their ideas. In order to do that the teachers should provide various speaking activities to develop basic interactive skills required for life and use interesting media so that the students will be motivated and active to participate in teaching learning process.

Furthermore, Ur (1987: 120) writes about four characteristics for a successful speaking activity as follows:

1. Students talk a lot

   As much as possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses. It means the students must be active to speak with their friends as much

as possible. It is very clear that the students are busy, but they seldom spent their time to talk with their teacher.

2. Participation is even

Classroom discussion is not dominated by a monitory of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. It means that the classroom discussion is not dominated by one participant only, but all of participants get a same chance to speak.

3. Motivation is high

Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning English, especially in speaking. They often try to deliver their own idea confidently.

4. Language is of an acceptable level

Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. It means that they use the components of speaking which are relevant with the acceptable level of language such as, pronunciation, grammar, fluency, and comprehensible. So, the students often try to speaking English correctly in real communication.

Therefore, teaching speaking can be fun if the teachers use the suitable media and create enjoyable atmosphere which motivates the students to be more active in teaching learning process.

2.4. Board Games

Students love to play especially playing games since it gives them the excitement to sweep away boredom. As Adam said in Hu-ang (2010:131) "Games are self-motivating to stimulate learners' interest and curiosity, which benefits learners best to play with the language in their first stage of language learning." Since game is neutral for all level, choosing the appropriate game is not difficult.

Game which is used in teaching learning process must be suitable for classroom activities. One game that can be used is board game. 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. Chang and Cogswell (2008) states that 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. Moreover, Lee (2012) argues that if board games are aligned with the national curriculum and matched with specific learning objectives, implementing board games can be effective and meaningful teaching tool when players learn and generate chunks of language from the games. Learners can practise all the language skills and types of communication through games (Ersoz, 2000).

Therefore, board games provide context and situation which provoke the students to communicate. 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).

2.4.1. Previous Studies

Review of the previous study is made in order to avoid replication. This study is intended to improve the students' speaking ability by using board games. This study also will try to find out which aspect of speaking improves the most after implementing board game. Another study has been conducted to find the use of board games to improve speaking skill.

First study was conducted by Suryani and Rosa (2014) which showed that snake and ladder games can increase students' speaking ability at junior high school. It made the students to be more creative and felt motivated in expressing their idea. In short, the result showed the improvement in students speaking achievement after implementing board games in teaching learning process.

Next study was conducted by Klafrina (2013), she finds some significant differences before and after using communicative games in a vocational school to improve the students' speaking skills. She used communicative games as a technique to teach speaking. And finally, she found improvement of students' speaking skills after using communicative games.

In addition, based on her research, Cohen (2005) finds that the students found their ways to express themselves in the speaking activities. They went all out with their English in the game that used as a technique in the research to improve the students' speaking skills. In other words, games can encourage students to speak English.

Hence, the studies above may have both the similarities and differences with the writer's study. Board game as the media for study and test as the instrument are the similarities in this case, while the differences are on the place and subject of the research.

2.4.2. The Materials in Playing Board Games

Some materials are needed by the players to play board games. At least, there should be counters, dice, game board and, for some board games, cards (Provenzo, 1981). The counters or playing pieces are used as markers to be put on the spaces on the board. The pieces can be stones, seeds, buttons, plastic counters or carved wood. The dice is usually a small six-sided cube with one to six dots on its sides. The game board is where the players move the counters. Lewis and Bedson (1999: 10) propose three kinds of tracks on board games, standard snake tracks, never ending track and multi-route track as presented below.
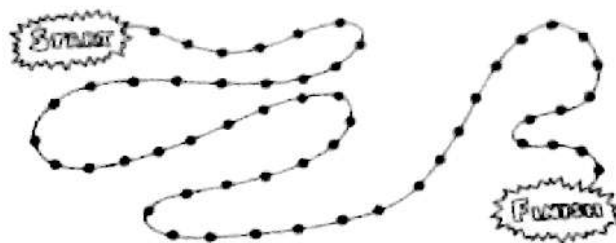
Figure 1:Standard snake track on board games
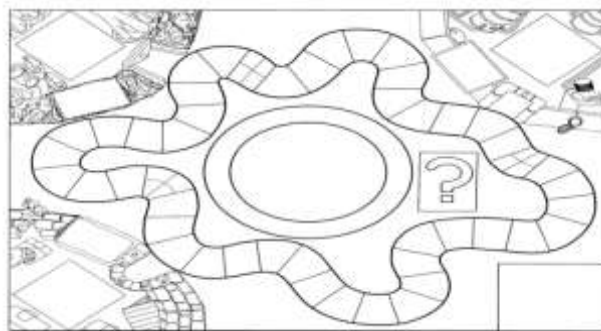
Figure 2: 'Never-ending' track on board games
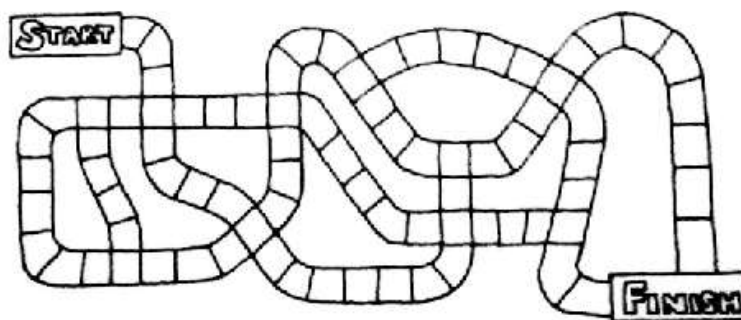
Figure 3: Multi-route track on board games

In short, those are the examples of materials and tracks of board games

2.4.3. Procedures of Using Board Games

Besides mastering the speaking skill, board games also give the students other benefits. Mayer and Harris (2010: 12-16) says that by using games they can get many life skills as follow: authentic experience, students engagement, social and life skills and higher-order thinking as some goals in board games.

Finding board games is not difficult since many commercial markets sell it. However, in order to reach the goals of using board games perfectly, the teachers need to adapt the games so it can fit into the learning needs and the syllabus. It also must be suitable with the topic discussed in the classroom. Buchanan, Adams and Allison (2001) proposes some steps to make board games:

1) Preparing the materials

2) Planning the trip of the game

3) Determining the beginning and the end of the game

4) Designing the route

5) Designing complication on the game

6) Creating the game board based on the design

7) Writing down the rules.

Therefore, board games can be made based on the topic chosen. Chang and Cogswell (2008) also proposed the guidelines on creating board games to enhance classroom learning adapted.

1. The board games can be made based on the existing games. The game components from   one or several games can be used, but it is not just to copy the games. The teacher should make the game fun to play.
2. The board games should look interesting and professional. Appropriate materials and techniques are used to give a quality look.
3. The game rules should be made complete and easy to understand so that the students can get the idea of the game in five minutes. How to set up, play and win the game should be clear.
4. The games should be a learning tool. The students are expected to be able to learn by playing the games. The time for playing the games needs to be adjusted. Different options of difficulty can be applied.

The steps of teaching must be clear in order to reach the goals of teaching speaking. Therefore Metom, Tom and Joe (2013:404), briefly stated the procedures of using board games for teaching as follows:

1. Divide students into groups of 3 or 4.
2. Give each player a counter, a board game and each group a dice.
3. Students place their counters on START and throw the dice to decide who starts.
4. Student A throws the dice and moves forward that number of squares.
5. Student B asks Student A the question on that square.
6. When Student A lands on a square, the other students must pay attention whether their friend answer is correct or not. If Student A answers with the correct form, and the rest of the group agree that the answer is correct, Student

A's counter remains where it is. If the answer is incorrect, the counter returns to its original square.

To develop fluency, encourage the group to develop a short conversation after each answer with follow up questions.

7. Students take it in turns, repeating step 5 and moving around the board until one student reaches FINISH.

8. The one who finishes first is the winner.

Those are some steps in making and using board games to teach speaking. Therefore, creating and applying board games must be matched with the topic and material delivered by the teachers.

2.5. Advantages and Disadvantages of Using Board Games

Board games as a media cannot be separated from pros and cons related to its use for teaching speaking. Facilitating these problems, the writer states several views below for these terms.

Kim (1995:35) presents six advantages of using the language games in the classroom which are:

1. Games are motivating and challenging.
2. Games are as a welcome break from the usual routine of the language class.
3. Games help the students to make and sustain the effort of learning,
4. Games provide language practice in the various integrated language skills.
5. Games encourage students to interact and communicate to each other.
6. Games create a meaningful context for the language that is being learned by the students.

On the other hand, it has disadvantages as follow:

1. Students cannot be watched intensively by the teacher.

2. The class will be noisy.

From the explanation above, it can be concluded that board game naturally just a media which has both positive and negative things. The learners often can take the advantages through this media; meanwhile, the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using board games as media for teaching.

2.6.Theoretical Assumption

Most of communications have been done through speaking. Hence, it makes the speaking becomes one of the most essential skill in language learning. The learners are considered to be successful in acquiring language if they can speak well in target language. To be able to speak in target language, they should pay attention to the aspects of speaking such as pronunciation, fluency, vocabulary, grammar and comprehension. Unfortunately most of students are reluctant to speak English. To solve this problem board game was used by the writer. This media provided the activities that encourage and provoke students to speak up their ideas. It also created fun leaning atmosphere in which students felt comfortable to speak. Finally the writer expected by using board games in teaching learning process, there would be an improvement in students' speaking achievement.

2.7. Hypotheses

In line with the question of the study, the writer formulates some hypotheses.

Ha$_1$: There is a significant improvement in students' speaking ability after being taught by using board games

Ha$_2$: There is one aspect which improves the most after being taught using board games

In brief, this chapter is the elaboration of the previous chapter. This Chapter has discussed about speaking, aspects of speaking skills, teaching speaking, the use of board game in teaching speaking, procedure of using board game to teach speaking, advantages and disadvantages, theoretical assumption, and hypothesis. Furthermore, this chapter depicts the possibility of the result of this research as written in hypotheses. Therefore, the writer expects that this research is useful.

III. METHODS

This chapter discusses about the research design, subjects of the research, research instrument, data collecting technique and data analysis technique.

3.1. Design

This research was intended to find out (1) whether the implementation of board games can improve students' speaking achievement; (2) what aspect of speaking which improves the most after being taught using board games. To answer those questions the writer applied quantitative design. Quantitative method is a method that is dealing with statistical analysis of the data in the form of scores and numbers (Creswell, 2012:19). This research focused on treatment and outcome. Hence, the data were taken from pre-test and post-test. Furthermore, the results from pretest-posttest were compared in order to know whether there was significant improvement in students' speaking achievement.

In order to answer research questions number 1 and 2, one group pretest-posttest design was used.

$$\boxed{\textbf{T1 X1 T2}}$$

Therefore, it can be noticed that:

T1 : Pretest which was administered before the treatments.

X1 : Treatments which were carried out three times.

T2 : Posttest which was administered after the treatments.

<div align="right">Hatch and Farhady as cited in Setiyadi (2006:132)</div>

In conclusion one group pretest-posttest design was used in order to answer those research questions.

3.2. Population and Sample

The population of this research was the first grade students of SMAN 3 Bandar Lampung in the second semester 2017/2018. There were 10 classes consisted of 6 MIA (Matematika dan Ilmu Alam) classes and 4 IIS (Ilmu Ilmu Sosial) classes. There were 30-36 students in each class. The researcher took one class as the experimental class; the sample was X MIA 2. It was chosen by using lottery technique. The class consisted of 36 students; there were 17 male students and 19 female students.

3.3. Instrument

This research used speaking test as the instrument to gain the data.

Speaking Test

Testing is a number measuring a person's ability, knowledge, or performance in a given domain (Brown, 2001:3). In this research the researcher used oral pre test and post test. Testing was used to measure the students' speaking ability after being taught by using board games in teaching learning process. The test was recorded using hand phone. The scoring rubric of speaking was used to measure students' speaking performance doing by the students.

3.3.1. Validity of the instrument

Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. There were several types of validity but in this research the observer only used two type of validity, they were construct validity and content validity.

1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given must be suitable with the curriculum (Setiyadi, 2006:23). Content validity means that the test is good reflection of what has been taught and of the knowledge that the observer wants her students to know. Here, the observer correlated the test with syllabus and curriculum for Senior High School. If the table represents the material that the observer wants to test, it can be said that it has content validity Shohamy (1985: 74).

2. Construct Validity

Construct validity is concerned with whether or not the test measures certain specific characteristics in accordance with a theory. Since, the test is actually in line with the theory to measure speaking performance; then, it could be said that the test is valid. The researcher arranged the materials based on the objectives of teaching in syllabus for second grade students of senior high school, the test would be measured based on the concept of speaking skill, so the test is valid.

3.3.2. Reliability of the Instrument

In doing the research the instrument must be proved whether it has fulfilled the reliability aspects. Reliability aspects concerns with the consistency of measurement of a research, or the ability of a measurement to measure the same research subjects in a different time and gives consistent results (Setiyadi, 2006).

In this research, in order to find reliability of the data, inter-ratter reliability was used. It meant there were two ratters to judge students' speaking performance. The first ratter was the observer herself and the second ratter was the English

teacher of the sample. Both of us discussed the speaking criteria in order to obtain reliable result of the test. Inter-rater reliability of the tests were examined by using statistical measurement using the following formula:

$$r = 1 - \frac{6 \sum_D 2}{N(N^2 - 1)}$$

As it can be noticed that:

r : Coefficient rank of correlation

N : Number of students

d : Different rank of correlation

1 – 6 : Constant number

Therefore, the standards of reliability are as follows:

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)

3.3.3. Assessing Speaking ability.

The results of the test were evaluated to find the significant improvements in students' speaking ability and to see which aspect had the highest improvement after the treatment.

In evaluating the students' speaking scores, the observer used speaking task by Harris (1975: 84). Based on the speaking task, there are five components, namely: pronunciation, fluency, grammar, vocabulary and comprehension. However, the writer only used four components of speaking.

Table 3.1

Scoring Rubric for Speaking Test

Number	Speaking Aspects	Definition	Percentage
1	Comprehensibility (1-5)	Comprehensibility for oral communication requires a subject to respond to speech as well as to initiate it.	25%
2	Vocabulary (1-5)	The appropriate diction which is used in communication.	25%
3	Grammar (1-5)	Student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.	25%
4	Fluency (1-5)	The ability to speak fluently and accurately	25%

Then, the teacher gave the score in each speaking aspect based on the following explanation below:

Comprehensibility

Score	Descriptors
5	Appear to understand everything without difficulty
4	Understand nearly everything at normal speed

3	Understand what is said at slower than normal speed
2	Has great difficult following what is said
1	Cannot be said to understand even simple conversation in English

Vocabulary

Score	Descriptors
5	Use of vocabulary and idiom is virtually that of native speaker
4	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies
3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Misuses of words and very limited vocabulary make comprehensibility quite difficult
1	Vocabulary limitation to extreme as to make virtually impossible

Grammar

Score	Descriptors
5	Make few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning

Score	Descriptors
3	Make frequent errors of grammar and word order, which obscure meaning
2	Grammar and word orders make comprehensibility difficult must often rephrase sentence and/or restrict him to basic patterns
1	Errors in grammar and word order to severe as to make speech virtually unintelligible

Fluency

Score	Descriptors
5	Speech is fluent and effortless as that of native speaker problems
4	Speed of speech seems to be slightly affected by language problem
3	Speed and fluency are rather strongly affected language problem
2	Usually hesitant, often forced into silence by language problem
1	Speech is as halting and fragmentary as to make conversation virtually impossible

The score of each point was multiplied by five, so the highest score is 100. This was the elaboration of the score.

If the students get 5, so 5 x 5 = 25

get 4, so 4 x 5 = 20

get 3, so 3 x 5 = 15

get 2, so 2 x 5 = 10

get 1, so 1 x 5 = 5

for example:

A student gets 3 in grammar, 4 in fluency, 3 in vocabulary, and 3 in comprehensibility. So, the total score will be :

Grammar   3 x 5 = 15

Fluency   4 x 5 = 20

Vocabulary   3 x 5 = 15

Comprehensibility   <u>3 x 5 = 15   +</u>

Total   65

It means that he/ she gets 65 for speaking.

The researcher evaluated the aspects of speaking ability based on the table below.

Linguistic Evaluation Form of Speaking Test

Students' Name	Aspects of Speaking				Total Score (1-25)	Final Score
	Comprehension (1-5)	Vocabulary (1-5)	Grammar (1-5)	Fluency (1-5)		

3.4. Data Collecting Technique

In collecting the data, the researcher did the following steps:

1. Administrating the Pre-test

The pre-test was conducted before the treatment. Pretest was used to check the level of the students. Before starting the pretest, the researcher explained the topic that would be tested. The test was in form of monologue and the topic was about their activity yesterday. The students were asked to tell about their activity yesterday orally with regards to the recount text form.

2. Administering the Post-test

The post-test was administered after finishing the treatments. The form of the text was the same as the pre-test. However, the topic given was different; the students were asked to retell about their terrible day orally in form of recount text with regards to the board games which they had played before.

3.5. Research Procedures

The researcher followed these steps in order to collect the data.

1. Administering Pretest

The pretest was given at the beginning in order to measure the ability of the students in speaking before implementing board game in teaching learning process. In the pretest, the students were asked to tell a story about their activity in the past. The pretest was done in approximately 100 minutes. The performance was recorded using hand phone by the writer in order to ease the writer in analyzing it.

2. Choosing Materials

The topic of material was chosen based on the syllabus used by the teacher. In the end it was decided that the material was recount text.

3. Administering Trials

The trials were conducted 2 times after the pretest. It was intended to find out the weaknesses of the procedures in using board games for teaching and the way to solve it.

4. Giving Treatments

The treatments were given 3 times in this research. During the treatments, the students were trained to speak up their ideas. Therefore, the procedures of using board games in teaching are as follows:

Pre-Activity

1. Teacher asks about the students' activities before going to school.

    ❖ So, what did you do this morning before going to school?

    ❖ What did you do after that?

2. Teacher repeats, revises and concludes the students' answers.

    ❖ So Barbara said she woke up early in the morning, Gabriel said he took a bath and Bruno said he ate breakfast before they went to school.

3. The teacher writes those activities on the white board:

My Day
On Monday I woke up in the morning. Then I ate my breakfast.... At 6.30 I went to the school

4. The students are asked to identify the past form used in teacher's writing on white board.

5. The teacher shows students a board game.

6. The teacher explains what board game is and the rules of playing it.

7. Students are asked to come in front of the class and do the simulation of how to play that board game.

While Activity

1. The teacher divides students into groups of 3 or 4. The group must be heterogeneous. The students are not allowed to change the groups once it is formed.

2. The teacher gives each player a counter, a board game and each group a dice. The board games consisted of several statements in form of present form. The students must change it into the past form.

3. Students place their counters on START and throw the dice to decide who starts.

4. Student A throws the dice and moves forward that number of squares.

5. Student B asks Student A question related to the statement from board game. For example, the statement from the column number 2 is "I dance to the music" then the student B will ask "Did you have your breakfast this morning?" student A will answer "I did not have breakfast this morning"

6. When Student A lands on a square, the other students must pay attention whether their friend answer is correct or not. If Student A answers with the correct form, and the rest of the group agree that the answer is correct, Student A's counter remains where it is. If the answer is incorrect, the counter returns to its original square.

7. Students take it in turns, repeating the step number 5 and moving around the board until one student reaches FINISH.

8. The one who finishes first is the winner. After the games ended, every group should present orally what they got in playing board games in form of recount text. *[This activity is intended to evaluate the students; it is not part of board game's procedures]*

Post-Activity

1. The teacher corrects, and explains about students' errors in spelling, pronunciation, vocabulary, grammar and more about recount text without blaming the students.

2. The teacher concludes what they have learnt today.

5. Administering posttest

The posttest was administered to see the improvement in students speaking ability after implementing board game. The form and the length of posttest was the same as the pretest but the topic given was different. The topic was terrible day. The performances were recorded using hand phone in order to match the data to the scoring rubric. After that the writer compared the result of pretest-posttest given before and after treatment.

6. Recording

The pretest and posttest were recorded so that it could be transcribed. Recording was used to ease the researcher in analyzing and comparing the data. It also helped the researcher to score the students.

7. Transcribing

The data were transcribed in order to see the improvement of students' ability after the treatment. It also was used as the evidences of the research.

8. Analyzing the Data

SPSS version 17.0 software program was used the significant improvement between pretest and posttest after being scored by the researcher. It was also used to find out the aspect which improved the most after the treatment.

3.6. Data Analysis

The data were analyzed using quantitative analysis. The dependant t-test was used to answer the research question number 1. The dependant t-test is used to determine the degree of relationship between pairs of two or more variables (adopted from Hatch and Farhady. 1982). The results of the pre-test and post-test gained from two ratters were analyzed by comparing their means through dependant t-test to find out whether or not there is significant improvement between the pre-test or post-test mean scores.

In addition to answer research question number 2, one way ANOVA was used in order to find out which aspect of speaking improves the most. As Setiyadi (2006: 173) states that one way ANOVA is used to compare mean from more than two different groups. Both The dependant t-test and one way ANOVA were calculated by using SPSS 17.0 for windows.

Therefore, the author would check whether or not the data were compatible with the hypotheses.

3.7. Hypotheses Testing

After collecting the data and analyzing it, the writer formulates some hypotheses. Hypotheses are formulated to draw a connection between two variables (Harikunto: 2006). The hypotheses are null hypothesis (Ho) and alternative hypothesis (Ha) that described as follows.

The formula of criteria of acceptance:

Ho_1 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

Hi_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

Ho_1: There is no improvement in students' speaking achievement after being taught by using board games

Hi_1: There is an improvement in students' speaking achievement after being taught by using board games

The formula of criteria of acceptance:

H_{o2} is accepted if $p > 0,05$ and $F_{count} < F_{table}$

Hi_2 is accepted if $p < 0,05$ and $F_{count} > F_{table}$

Ho_2: There is no aspect of speaking which improves the most

Hi_2: There is aspect of speaking which improves the most

This chapter had elaborated the method used in this research. It also revealed how the data were analyzed after the treatments. The data were taken from the result pre-test and post-test.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This research was concerned with the use of board game as a media to improve student's speaking skill at the first grade of SMAN 3 Bandar Lampung. With regards to the research findings and discussion, researcher would like to state some conclusions as follows:

1. There wasa significant improvement of students speaking achievement after being taught by using board game. It could be seen from the mean score of pretest and posttest. The mean score of pre-test was 68.2 and the mean score of post-test was 78.18. Since the mean score of the posttest was higher than pretest, it can be concluded that the students' speaking achievement improved. It happens because board game stimulated the students to express their idea. As a result, their speaking achievement improved due to their activeness in expressing their idea.

2. The aspect of speaking improves the most after being taught through board games at the first grade of SMAN Bandar Lampung was grammar. In contrast, fluency was the aspect with lowest improvement.

5.2. Suggestions

Considering the finding of the research, researcher would like to recommend some suggestions as follows:

5.2.1. Suggestion for English Teachers in Implementing Board Game

a. English teachers are suggested to apply board game as one of the media to improve the students' speaking achievement especially in grammar and vocabulary aspect. This media allows the students to acquire new vocabularies and learn grammar better by providing not only the words to be used for but also the basic forms of sentences so that the students can get the idea and put it into a sentence easily.

b. Evidently, the implementation of board game is indeed improving students' speaking achievement. It successfully improved the aspects of speaking based on the research conducted. However, the result shows that board game does not improve all the aspects equally. There is one aspect stands out the most among the other aspect. Hence, in another occasion as this strategy is applied, the English teacher is suggested to find another way to overcome this situation so that all the aspects of speaking have an equal improvement.

5.2.2.Suggestions for Future Researchers in Implementing Board Game

a. This study is limited to discuss only the improvement of students' speaking achievement. Therefore, further researchers can add another instrument such as questionnaire to find out students' response towards board game in order to support the result of the research.

b. This study is restricted to the implementation of board games to improve students' speaking achievement. Hence, further researchers are suggested to implement board game to improve students reading, listening or writing achievement.

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