INCREASING STUDENTS' SPEAKING ABILITY THROUGH BOARD GAME AT SECOND GRADE OF SMP N 22 BANDAR LAMPUNG

(A Script)

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ENGLISH EDUCATION STUDY PROGRAM

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ABSTRACT

INCREASING STUDENTS' SPEAKING ABILITY THROUGH BOARD GAME AT SECOND GRADE OF SMPN 22 BANDARLAMPUNG

Nola Noviyanti Agustin

Speaking is the productive skill of a language to express the idea or to send message to the listener. When the students spoke in English they did not explore their ability to speak up because they lacked of knowledge in speaking. Therefore, in order to minimize the students' problem in speaking, the researcher applied Board Game as media to improve the students' speaking ability. The objective of this research was to find out whether there was an increase or not in students' speaking ability after being taught through board game and to find out which aspect of speaking increased the most after being taught through board game.

The subject of this research was one class consisted of twenty students of the second grade at SMPN 22 Bandarlampung in the academic year of 2018/2019. This research used one group pretest and posttest design by giving pretest, three treatments, and posttest. The instrument of this research was speaking test. There were two raters to score students' speaking utterances. The data in form of scores were analyzed by using Paired Simple T-test.

The result of this research showed that the students' speaking ability significantly increased in the significant level .000. Besides, there was increase of students' pretest score to the posttest score (55.7 up to 69.4) after they were taught by using board game. It indicates that board game facilitates learners to increase the ability of speaking. The result also showed that fluency was the aspect that increased the most and pronunciation increased the least. It can be concluded that board game can be applied to students at SMP level to develop their speaking skill and recommended as one of references to teach English in speaking class.

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By:

Nola Noviyanti Agustin

A Script

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in

**Department of Language and Arts Education
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**DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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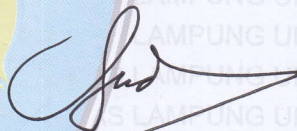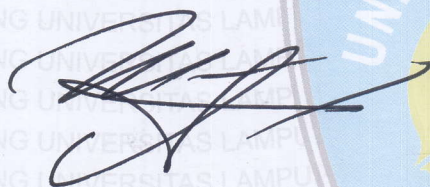|	
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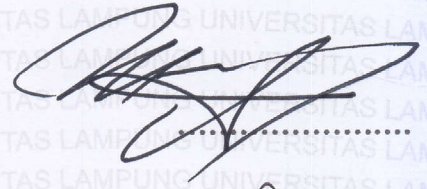The Chairperson of
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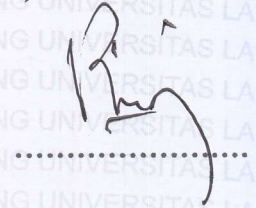
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, Agustus 2019

Nola Noviyanti Agustin

CURRICULUM VITAE

The writer's name is Nola Noviyanti Agustin. She was born in Jakarta, on August 20th 1997. She is the one and only child in the family of Asikin Irawan and Aisah.

She joined Khalifah Kindergarten in 2002. Then she enrolled in SDN Limusnunggal 1 Cileungsi in 2003 and graduated in 2009. She continued her study at SMP Widya Kusuma Cileungsi and graduated in 2012. After that, she continue her study at SMK Yadika 11 Jatirangga Bekasi and graduated in 2015.

She entered the S-1 program at English Education Study Program of the Faculty of Teacher Training and Education in University of Lampung through UML in 2015. From July to August 2018, she carried on Teaching Practice Program (PPL) at SMPN 1 Batanghari, Lampung Timur. She carried out her research from January 8th 2019 to February 12th 2019 in SMP Negeri 22 Bandar Lampung.

DEDICATION

This script is fully dedicated to:

My father and mother : Asikin Irawan and Aisah

My beloved family

My friends in English Education Study Program 2015

My almamater

University of Lampung

MOTTO

"Do the best and pray. God will take care of the rest"

(The writer)

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Praise is only for Allah SWT, the almighty God, for blessing the writer with health and ability to finish this script. This script, entitled "Increasing Students' Speaking Ability through Board Game at Second Grade of SMPN 22 Bandarlampung" is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. 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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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, July 2019
The Writer

Nola Noviyanti Agustin

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I. INTRODUCTION

This chapter indicates some points. They are background of the research, research question, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background

As a foreign language in Indonesia, English is taught at Junior High School as a compulsory subject. The students in Junior High School are hoped to master English to have good English ability especially for communication. By having good communication, the students are expected to be able to access knowledge by using English. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. Communication orally comes out through speaking.

Speaking is the productive skill of a language to express the idea or to send message to hearer. It means that when one speaks he/she produces the expressions that should be meaningful. In the process of communication, he/she can find the speaker, the listener, the message and the feedback.

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. As stated by Matthew (1999: 45) speaking is a process where people share information, ideas, and feeling. Furthermore, the primary aim of speaking is for communication (Tarigan, 1987: 5).

There are four skills in English that should be mastered by students, there are listening, speaking, reading, and writing. One of language skills that must be mastered by the students in learning English is speaking. Brown (2001: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking is one of four language skills, which is basic function of language as communication instrument. Students who study at the junior high school which use certain language will be a good speaker, different from students who study at the other junior high school. They will get difficulties in using English to speak each other; it is caused by condition of school environment and media that is used in teaching them. Being successful students are not easy, although they have been studying English for more than a year, but they are still unable to use English in interacting with their teacher in classroom.

Speaking is also needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English. In addition, speaking is an important skill of English language in conducting communication so that the students should learn it well and the teacher should find suitable technique and media to draw students' interest to create cheerful atmosphere in learning speaking. English teacher has to be a facilitator to help students in order to master all skills. Teacher must try to give good model. Then, encourage them to practice the language. English teacher can use media and other source in teaching activity. Teacher can use the media to teach or explain difficult material to understand, or to provide cheerful activity and not monotonous.

When the researcher conducted an observation at class VIII of SMPN 1 Batanghari in the teaching practice (PPL), it was found that there were some problems in the English teaching and learning process especially related to the students' speaking. Most students were difficult to get engaged in speaking activity effectively. Some of the students kept silent all the time during the teaching learning process, and the main reason for this situation was because they did not want to speak English. It is hard for them to speak English with their Javanese accent. Some students were difficult to speak English well and they could not produce some words in English. They did not want to speak up in classroom because they were afraid of making mistakes. Some students had no interest in joining the classroom activities especially in speaking. It was because they felt shy and uncomfortable to speak English. Moreover, they also assumed that pronouncing English word was difficult since they barely had time to practice it in the classroom. Furthermore, the teaching learning process at that school was mostly done by imitation and repetition technique by the teacher and only a textbook which was used for the learning source. It made the students got bored and lost attention easily and it can be a problem for students to learn English.

To overcome that problems, the researcher tries to make speaking activities more effective for students. By doing an appropriate and effective teaching speaking, it will help to increase students' speaking skill ability. Therefore, the researcher choose a game as the media to teach English.

According to Ersoz (2000), games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

In this research, the researcher used board game as a media in teaching speaking. 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. For example monopoly, snakes and ladders, and many other board games. Moursund (2007) 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 the game. It is also about taking turn, rules in gaming, and communicating the language with other players.

According to Hornby (1995: 486) game is an activity that you do to have some fun. Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. This game also makes students interact each other and communicate the language without no doubt. Thus, the speaking teaching and learning process should be attractive and done well.

Board game as a method of intertwinement can build up the students' motivation and reinforce any language skill as speaking and listening. The students playing board game in the classroom only for language learning and help them to increase their speaking skill which they can apply it outside of the classroom.

There have been several studies related to 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 since the teacher only gave monotone technique to teach speaking.

The students were too shy to share their ideas through speaking because they were lack of grammatical and be afraid of saying something wrong. In order to solve those problems, she used board game to increase the students' speaking skills. The research findings showed that there were increasing in students' speaking skills after using board games.

The second research was conducted by Nirmawati (2015). She found students' speaking skill generally was relatively low. They got difficulties to communicate because they did not have a right pronunciation. 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 got problem in intonation. So she used board game to solve those problems. The findings showed that there were increasing after being taught using board game.

The third previous research is conducted by Cohen (2005). She finds that the students found their ways to express themselves in the speaking activities. They went all out with their English in the games as a technique in the research to improve the students' speaking skills. In other words, games encourage students to speak English.

Therefore, the objective of this research to find out whether there is increase or not in students' speaking ability after being taught through Board Game at second grade of SMP N 22 Bandar Lampung.

1.2 Research Question

The research question of this research are formulated as follows:

1. Is there any increase of the students' speaking ability at second grade of SMP N 22 Bandar Lampung after being taught through Board Game?

2. What aspect of speaking that increases the most and the least after being taught through Board Game at second grade of SMP N 22 Bandar Lampung?

1.3 Objective

It is expected that the objective of this research is:

1. To find out whether there is increase or not in students' speaking ability after being taught through Board Game at second grade of SMP N 22 Bandar Lampung.

2. To find out which aspect of speaking increases the most after being taught through Board Game at second grade of SMP N 22 Bandar Lampung.

1.4 Uses

The result of this research can be used as follows:

1. Theoretically

   a. It can be expected to find out strategy of increasing students' speaking ability through board game

   b. It can be used as on of reference for the next researcher in teaching learning speaking

   c. It can be used as a medium in learning speaking.

2. Practically

   a. It can be used as a new method to teach speaking by using board game and it will improve the students' ability in speaking.

b. As a help to English teacher in finding an appropriate way to increase students speaking achievement, students' participation in teaching learning process and their teaching achievement.

1.5 Scope

This research is an experimental quantitative one. The researcher focuses on using board game as media of teaching in order to increase students' speaking ability in SMPN 22 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 discussed in this research is recount text as the topic which students are asked to tell their past activity. The students are expected to be able to tell their ideas and the criteria for evaluating students' speaking. Furthermore, the scoring rubric is also restricted to five aspects of speaking, they are: pronunciation, vocabulary, fluency, comprehension, and grammar.

1.6 Definition of terms

In order to avoid misunderstanding, the definitions of terms are provided as follows:

1). 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.

2). Teaching Speaking

Teaching speaking is a process to make the students to be able to communicate using English effectively, and they should be able to make themselves understand. They should try to avoid confusion in the message due to the faulty of using word sentences and grammar, and to observe the social and cultural rules that apply in each communication.

3). Speaking Skill

Speaking skills such as clear articulation, proper vocal tone, good body language, and right facial expression are the skills that give us the ability to communicate effectively.

4). Board Game

Board game is defined as a game with a strategy such as scrabble, chess, checkers played by moving pieces on a board; often involves two or more opponents moving pieces and using dice or cards.

5). Ability

Ability is the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment.

6). Increase

Increase is the process of becoming or making something better that it was before. In this research the increase can be seen from score of pretest to score of posttest.

This chapter has discussed about background of the research, research question, objective of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on the definition of speaking, aspects of speaking, teaching speaking, teaching speaking by using media, definition of board game, teaching speaking using board game, procedures of teaching speaking through board game, advantages and disadvantages of teaching using board game, theoretical assumption and hypothesis.

2.1 Speaking

Mastery of speaking skill is very important in daily activities. This is because people can react to other people, situation and they can express their ideas, thought, and feeling through spoken language. In speaking process, people try to communicate with each other and use their language to send message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other one as a listener who receives information (Byrne, 1984: 8).

Another definition proposed by Harris (1974) who defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. In another words, it means that we produce spoken message to someone.

Spoken message is our ideas, thought and feeling that we want to share, influence, or interact with other people. So here, speaking situation involves a speaker who puts message with a verbal code (word or sentence) that has content structure and a listener.

When students talk about their ideas, they clarify their thinking. Matthew (1994:45) says: "speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and styles anything that adds meaning to a message". It means that speaking is the way to deliver our intention and purpose for interacting in society.

Lado (1977: 240) defines speaking as an ability to converse or to express a sequence of ideas fluently. It means that in process of speaking there must be at least two persons, one is the speaker and the other one as the listener.

Therefore, we can understand that by speaking, one can communicate or express his/her ideas, emotions, and feeling, so that those people may understand his/her way of thinking.

In communication, the speakers must be able to deliver the ideas clearly, as the result the listener can receive and understand what the speaker means. According to Doff (1987: 2) in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the purpose the people communicate with the other is to tell what people think, which they do not know, or to get information from other people.

From these point of views, it can be defined that speaking is an ability to express ideas, feelings and emotions toward the other people. The language is used to express what we want in order to be understandable by the other people. Therefore speaking is a skill in transferring the message to others in spoken language.

The use of speaking is important in daily activity in which people need to communicate with others to fulfill the need of live and socialization. Speaking aspect is very important in the classroom because it should be used for scoring speaking student's ability.

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. Darmodihardjo in Fauzi (2012: 7) states about the aspects of speaking that is "the requirements of effective speaking such as: intonation, phonetic transcription and environment expression". It can describes that, to able communicate effectively, it must be considered that situation of sound utterance, pronunciation and physical. On the other hand, Valetto in Fauzi (2012: 7) says that "The elements which are in speaking cover phonetic transcription, grammar, vocabulary, the effective and speaking".

According to Haris in Fauzi (2012: 7), the aspects of speaking are fluency, grammar, vocabulary, pronunciation, and comprehension.

Here are the definition:

1). Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are join to other when speaking.

It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty. For example, when people speak they usually say *emm... eee..* to fill the vagueness during they speaks and also some people repeated several word. It is what fluency deal with it.

2). Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. This utility of grammar is also to learn to the correct way to gain expertise in a language in oral and written form.

3). Vocabulary

Thornbury (2005: 22) suggests that there is usual thing used by speakers in what they are being said: when people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said. For example, when they want to show something they will use their finger to show the thing.

4). Pronunciation

Pronunciation is the ability to produce easily comprehensible articulation (Syakur, 1987). Harmer (2001: 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds. Sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. (Thornbury, 2005: 128-129).

5). Comprehension

Comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991: 35). Therefore it can be said that it 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 *"How are you today?"*, they can answer question correctly, such as "*I am fine, Miss*". It means that they comprehend what the teacher said. In short, at its most basic level, comprehension means understanding what is heard or read.

It can be concluded that the aspects of speaking in this research are fluency, grammar, vocabulary, grammar, pronunciation and comprehension.

2.3 Teaching of Speaking

Basically, teaching English skill is important to help students master skills, namely listening, speaking, reading, and writing. teaching is not only explaining the content of lesson, but also the teacher should understand how to face students and help them to solve the problem in classroom activity. Referring to teaching speaking, Kayi (2006: 1) mentions that teaching speaking is to teach ESL learners to:

1). Produce the English speech sounds and sounds pattern.

2). Use word and sentence stress, intonation patterns and the rhythm of the second language.

3). Select appropriate words and sentence according to the proper social setting, audience, situation and subject matter.

4). Organize their thoughts in a meaningful and logical sequence.

5). Use language as a means of expressing values and judgements.

6). Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Teaching speaking is important in language learning especially EFL in classroom. In this case the teacher needs to encourage students' participation by making teaching learning condition full of interest and motivation and the teacher should support the students to practice English as a habit.

The aim of teaching speaking is to develop students' skill that they can use the English for communication. It means that by mastering speaking we can express the ideas, transfer our feeling even emotion to other people.

Therefore, Harmer (1991) asserts that the aim of teaching speaking is to train students for communication because spoken language is permitted people to communicate with others. Since the goal of teaching speaking is to make the students to be able to communicate effectively, students should be able to make themselves understand. The teacher should guide the students try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation (Bunkart, 1998: 2).

Furthermore, Cameron (2001: 40) states that it is crucial for teacher to take the responsibility for checking the students' understanding to language being used and the purpose of the activities in being carried out. It means that this is really important for the teacher to make students understanding in learning. The teacher have to consider that the students understand about the objective of learning process. So, the teacher must give the students opportunity to provide input to all phases of classroom activity.

Moreover, it is important for teacher to teach all the speaking aspects, which are pronunciation, vocabulary, grammar, fluency, and comprehension. It is also clear that spoken language is very important for communicate in social life and also the main goal for EFL and ESL learners because speaking is the measurement of language product.

However, when the teacher enters the class, the teacher should has a meaningful classroom activity. To achieve their goal, the speaker needs to be able to master all requirements needed in speaking activity. It is assumed that in teaching speaking, effective and efficient should be applied based on the purpose of speaking in order to get the goal of speaking class.

2.4 Teaching Speaking by Using Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer et al., (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which is appropriate to the students in the teaching and learning process. There are some kinds of media in teaching speaking: using gesture, using role-play (dialogue), using picture, using game, using song. There are several kinds of games, which can be used to teach English. Nevertheless, not all games can improve students' speaking ability. It is caused every game has difference rule and focus of skill.

There are games, which can be only organized to improve writing skill or reading skill, like cross-road game. Besides, there are also games, which can be organized to improve speaking skill. Games, which can be used to improve students' speaking ability are guessing and speculating games, memory (remembering) game, describing game, board game, connecting game and creating game (Wright and Buckby, 1989)

However, the researcher chooses game especially board games as main media in the teaching and learning process. The use of board games in the teaching and learning process can be more communicative, attractive than long explanation by the teacher. In other words, board games can help the teacher giving materials to the students.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

2.5 Board Game

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 nest to play with the language in their first stage of language learning." As 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. Games can be based on pure strategy, chance for example, rolling dice or a mixture of the two, and usually have a goal which a player aims to achieve. Early board games represented a battle between two armies, and most current board games are still based on defeating opposing players in terms of counters, winning position or accrual of points (often expressed as in-game currency).

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 practice 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).

There are many different types and styles of board games. Their representation of real-life situations can range from having no inherent theme, as with checkers, to having a specific theme and narrative, as with Cluedo. Rules can range from the very simple, as in tic-tac-toe, to those describing a game universe in great detail, as in Dungeons & Dragons (although most of the latter are role-playing games where the board is secondary to the game, helping to visualize the game scenario).

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
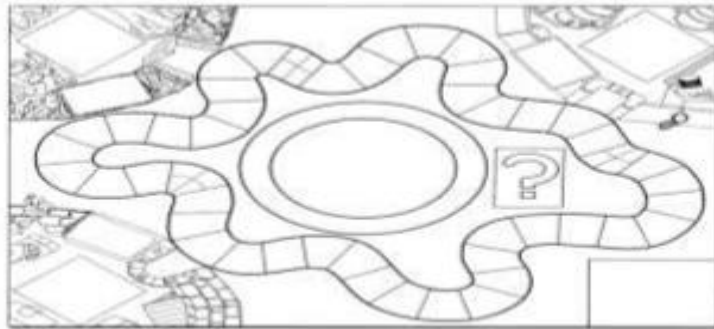
Figure 2: 'Never-ending' track on board games
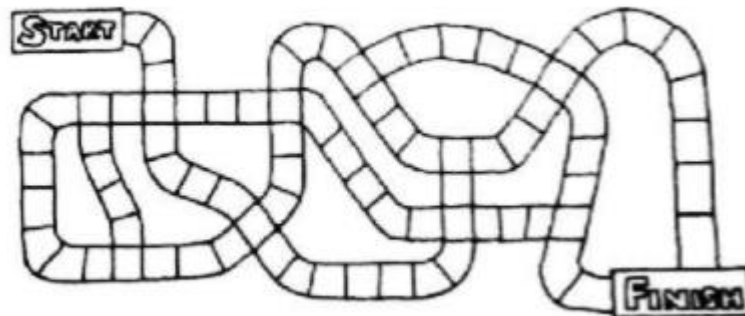
Figure 3: Multi-route track on board games
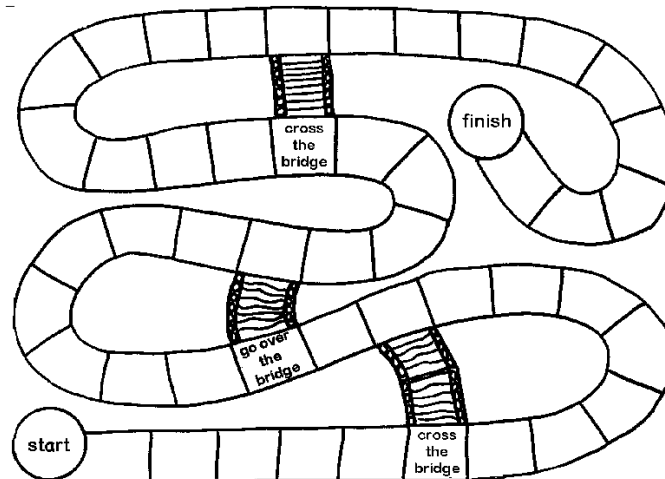
Figure 4: Snake track on board games
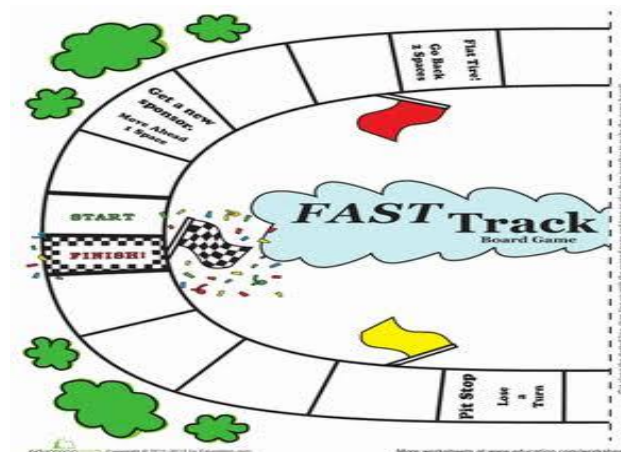
Figure 5: Fast track on board game

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

2.6 Teaching Speaking by Using Board Game

One of game in teaching speaking English is Board Game. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because Board Game as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Board Game in teaching speaking will give achievement acquiring English.

Board Game can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well-constructed drill is usually very quickly forgotten and finally, Board Game which helps to bring the students memorize more words.

There are some of previous research which is done by the researchers. One of them is conducted by Rahmawati (2012). She finds that the implementation of using board games improves the students' speaking skills. She used the kind of the game as a media in 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.

The second previous research is conducted by Nirmawati (2015). She finds that there is any 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 students' more active to speak, because the games provided a friendly atmosphere in which the students could learn to use language expression in a joyful way.

The third previous research is conducted by Cohen (2005). She finds that the students found their ways to express themselves in the speaking activities. They went all out with their English in the games that used as a technique in the research to improve the students' speaking skills. In other words, games encourage students to speak English.

Based on previous research above, it has been approved that board game can be implemented successfully to teach speaking skill.

2.7 Procedure of Teaching Speaking Through Board Game

Besides mastering the speaking skill, board game also give the students other benefits. Mayer and Harris (2010: 12-16) says that by using games they can get many life skill 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 as many commercial markets sell it. 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.

Then, 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 learning tool. The students are expected to be able to lear 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. Meanwhile, 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 squares.

6). When Student A lands on a square, the other students must pay attention whether their friends 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. Moreover, creating and applying board games must be matched with the topic and material delivered by the teachers.

2.8 Advantages and Disadvantages of teaching speaking using Board Game

Carly (2010: 21). There are some advantages of using board game in teaching speaking. They are:

1). They are motivating and challenging.

2). Learning a language requires a great deal of effort.

3). Board game help students to make and sustain the effort of learning.

The following are some disadvantages of using board game in teaching speaking:

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 impact. The learners often can take the advantages through this media; meanwhile, the disadvantages cannot be separated from its use. But, it depends on the user to maximize the advantages of using board games as media for teaching.

2.9 Theoretical Assumption

Theoretical assumption of this study is the improvement of the students studying through board game. The achievement of the students to understand the board game as media of study is the main case.

The student who learns speaking using board game will be improved better than those students who does not learn English through board game. It because board game can create a fun and enjoyable teaching learning process and also using board games in the classroom could omit the students' boredom which can make students interested to learn and speak English more. Besides, board game can improve students' speaking aspects especially in fluency.

This is because board game provided the activities that encourage and provoke students to speak up their ideas. Finally the writer expected by using board game in teaching learning process, there would be an improvement in students' speaking achievement. In this way, the most improvement of students' speaking aspect is predicted to be on fluency and the least improvement is pronunciation.

2.10 Hypothesis

In this research, the researcher found out the answers of the hypothesis below:

1). There is improvement in students' speaking ability after being taught by using board games at the second grade students of SMPN 22 Bandarlampung.

2). The aspect of speaking which improves the most is fluency.

This chapter has explained about the definition of speaking, aspects of speaking, teaching of speaking, teaching speaking by using media, board game, teaching speaking by using board game, procedure of teaching speaking through board game, advantages and disadvantages of teaching by using board game, theoretical assumption and hypothesis.

III. METHOD

This chapter explains about research design, data sources (population and sample), instruments, data collecting technique, validity and reliability, data collecting procedure, scoring system, data analysis, and hypothesis testing.

3.1 Research Design

In this research, the researcher conducted quantitative research. Quantitative method is a method that is dealing with statistical analysis of the data in the form of scores and numbers (Creswell, 2012: 19). The aims of this research was to find out whether there is any increase to the students' speaking ability after being taught by using board game and to find out what aspect of speaking which increases the most after being taught by using board games. The design in this research was one group pretest-posttest design. It means before the first treatment, pretest was carried out and after third treatment, a posttest was conducted. Then, the results from pretest and posttest was compared in order to know whether there is significant increase in students' speaking skill. The research design is presented as follows:

T1 X T2

Where:

T1   : Pre-test (was given before the researcher taught through board game and in order to measure the students' competence before they were given the treatment)

X   : Treatment (was given in 3 times through board game to increase students' speaking ability)

T2   : Post-test (was given after teaching through board game and to measure how far the students' increase after they got the treatment)

(Hatch and Farhady, 1982:20 in Setiyadi 2006:44)

3.2 Population and Sample

The population of this research was the second grade students of SMP N 22 Bandar Lampung in the second semester of 2018/2019 academic year. There were 11 classes of the second grade.

In determining the experimental class the researcher used simple random sampling technique by using lottery. So those all second grade classes had the same chance to be the sample. The researcher took one class as the experimental class; the sample was class VIII B. This class consisted of 20 students which 13 of them were female and 7 students were male. The pretest and posttest were administered in this class.

3.3 Instruments

The instrument in this research was speaking test. The researcher conducted the speaking test for the pretest and posttest. Testing is used to measure the students' speaking ability after being taught by using board games in teaching learning process.

At the beginning, the students were given the pretest to measure their initial ability in speaking. Then, the researcher gave three treatments by using board game. After that, the students got the posttest by playing the board game. During administering the test, researcher recorded the activity by using hand phone. The researcher recorded students' speaking skill during pretest and posttest by using phone-recorder as recording tools to support the instruments. The researcher recorded the students' voice one by one. After that, the researcher transcribed students' speaking utterances from recording that had been conducted. The scoring rubric of speaking was used to measure student' speaking utterances. The data of the research were in a form of scores of speaking task, the researcher gave the score start from 1 up to 20 in each aspect of speaking skills.

3.4 Data Collecting Technique

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

1). Administering the pretest

   The pretest was conducted before the treatment. Pretest was used to check the level of the students. Before starting the pretest, the researcher explains the topic that would be tested. The test was in form of monologue and the topic is about their activity in the past time. The students were asked to tell about their activity in the past time orally related to the recount text form.

2). Administering posttest

   The posttest was conducted after finishing the treatments. The form of the text was the same as the pretest which is recount text. But, the topic given was different; the students were asked to retell about their terrible day orally in form of recount text related to the board games which they have played before.

3.5 Validity and Reliability

In this section there are two parts that are discussed further that are validity and reliability of this research.

3.5.1 Validity

A test can be considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. According to the Hatch and Farhady (1982: 281) there are two basic types of validity, they are content validity and construct validity. Extend validity of the pretest and posttest in this research relates to the content and the construct validity of the test.

1). Content validity

(Haynes, Richard, and Kubany, 1995: 238) defined content validity as 'the degree to which elements of an assessment instrument are relevant to, and representative of, the targeted construct for a particular assessment purpose'. Here the researcher correlated the test with syllabus and curriculum for Junior High School. If the table represents the material that the researcher wants to test, it can be said it has content validity (Shohamy, 1985: 74).

2). Construct Validity

It concerns with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' achievement. It means that the pretest and posttest measures certain aspect based on the indicator. To construct validity, the scoring system is adapted from (Harris, 1974: 48).

3.5.2 Reliability

Reliability refers to extend to which the test is consistent in its score and gives an indication of how accurate the test score are (Shohamy, 1985:70). In achieving the reliability of the pretest and posttest of speaking, inter rater reliability was used in this study. In this case, the first rater was the researcher and the second rater was the English teacher of the sample. Moreover, first and second raters discussed and put mind of the speaking criteria in order to obtain the reliable result of the test.

Besides inter rater reliability was used in this research. The researcher also used the statistical formula for counting the reliability score between the first and second raters. The statistical formula of reliability is as follows:

$$R = 1 - \frac{6 \, (\Sigma d2)}{N. \, (n2 - 1) \,)}$$

R   : Reliability

N   : Number of students

D   : the different of rank correlation

1-6 : Constant number

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

a) A very low reliability   (range from 0.00 to 0.19)

b) A low reliability   (range from 0.20 to 0.39)

c) An average reliability   (range from 0.40 to 0.59)

d) A high reliability   (range from 0.60 to 0.79)

e) A very high reliability   (range from 0.80 to 0.100)

(Slameto,1998: 147 in Hayanti, 2010:38)

Statistical computation of SPPS version 16 was used to measure the inter-rater reliability in this research. The result shows that the reliability of the pretest is 0.67 which is included in high reliability. And for the posttest, the result shows that the reliability is 0.88 which is included in very high reliability.

3.6 Data Collecting Procedure

The procedure of the research are as follow:

1). Selecting speaking material

In selecting the speaking material, the researcher used the syllabus of the second year of SMP student based on curriculum or K13, which used by the school. And the researcher decided to used recount text as the material.

2). Determining the instruments of the research

The instrument in this research is speaking test. The aim of this research was to find out the improvement of students' speaking ability. The researcher conducted the speaking test for the pretest and posttest. The purpose of these test is for gaining the data.

3). Conducting pre-test

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 80 minutes. The performance was recorded using handphone by the researcher in order to ease the researcher in analyzing it.

4). Giving treatment

The treatment were given 3 times in this research. In this step, the researcher was explained the material for treatment in experimental group by using board game. The students commanded by teacher to speak up their ideas. And then, the researcher asked the student to make a group discussion that consisted of 3 or 4 person.

5). Conducting post-test

In order to see the improvement of students' speaking ability, the post test was conducted in the class after having the treatment. 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 students' voice were recorded using hand phone in order to match the data to the scoring rubric. After that the researcher compared the result of pretest and posttest given before and after treatment.

6). Recording

In order to help the researcher, the pretest and posttest were recorded so that it could be transcribed. Also, recording is used to facilitate the researcher in analyzing and comparing the data.

7). Transcribing

To see the increase of students' speaking ability after the treatment, the data were transcribed and it was used to ease the researcher in analyzing and comparing the data. It also helped the researcher to score the students.

8). Analyzing the test result (pretest and posttest)

After collecting the data that students' utterance in performing their ideas about their past time and their unforgettable experience, the recorded data were listened carefully by the two raters. The data were analyzed referring to the rating scale namely pronunciation, vocabulary, fluency, comprehension, and grammar. SPSS version 16.0 software program was used the significant increasing 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.

3.7 Scoring System

In evaluating the students' speaking scores, the researcher, uses the Oral English Rating sheet proposed by Haris (1974: 84). Based on the Oral English Rating sheet, there are five components that are going to be tested to the students namely pronunciation, fluency, grammar, vocabulary and comprehension. Here is the Oral rating Specification.

Table 3.1 Table of Scoring Aspect

Aspects of speaking	Rating scales	Description
Pronunciation	5	Speech is fluent and effortless as that native speaker.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and Occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem most Frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech unintelligible.
Vocabulary	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
	3	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech is fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.

	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant often forced into silence by language problems.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower that normal speed with repetition.
	2	Has great difficulty following what is said can comprehend only" social conversation" spoken slowly and with frequent repetition.
	1	Cannot be said to understand even simple conversation in English.
Grammar	5	Grammar almost entirely in accurate phrases.
	4	Constant errors control of very few major patterns and frequently preventing communication.
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Few errors, with no patterns of failure.
	1	No more than two errors during the dialogue.

The score of speaking based on five aspects can be calculated as follows:

For example:

A student gets 4 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score will be:

Pronunciation   4 X 4 = 16

Vocabulary   4 X 4 = 12

Fluency   3 X 4 = 12

Comprehension   4 X 4 = 16

Grammar   3 X 4 = 12

Total   68

It means he or she gets 68 for speaking. The score of speaking based on five components can be compared in the percentage as follows:

Grammar   20%

Vocabulary   20%

Fluency   20%

Pronunciation   20%

Comprehension   20%

Total   =   100%

3.8 Data Analysis

The data were analyzed by using quantitative analysis. The dependant t-test was used to answer the research question number 1. That is to say is the data analysis conducted to interpret data from the pretest and the posttest: the pretest purpose to measure the initial score of speaking ability, and the posttest purpose to measure the improvement of students' speaking achievement.

The result of the pretest and posttest gained from two raters were analyzed by comparing their means through dependant t-test to find out whether or not there is significant improvement between the pretest or posttest 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.

3.9 Hypothesis Testing

The hypothesis testing is use to prove whether the hypothesis proposed in this research is accepted or not. The hypotheses are analyzed by using repeated measures T-test of Statistical Package for Social Sciences (SPSS) 16.0.

The hypothesis testing stated as follow:

$H0_1$: There is no increase on students' speaking ability after being taught through board game. The criteria H0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

$H1_1$: There is significant increase on students' speaking ability after being taught through board game. The criteria H1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

$H0_2$: There is no aspect of speaking which improves the most. The criteria $H0_2$ is accepted if p- level is higher than 0.05 (p > 0.05).

$H1_2$: There is aspect of speaking which improves the most. The criteria $H1_2$ is accepted if p- level is lower than 0.05 (p > 0.05).

This chapter has explained about research design, population and sample, instruments, data collecting technique, validity and reliability, data collecting procedure, scoring system and data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter deals with two major points namely conclusion and suggestion

5.1 Conclusion

This research was concerned with the used of board game as a media to increase the students' speaking ability at the second grade of SMP N 22 Bandar Lampung. With regard to the research finding and discussion, researcher would like to state some conclusions as follows:

1. There was a significant increase of students speaking ability after being taught by using board game. It could be seen from the mean score of pre-test and post-test. The mean of pre-test was 55.7 and the mean score of post-test was 69.4. Since the mean score of the post-test was higher than pre-test, it can be concluded that the students' speaking ability increased. Moreover, it can be seen from the p-value is .000 < 0.05. It means that H1 is accepted and H0 is rejected. It happens because board game stimulated the students to express their idea. As a result, their speaking ability increased due to their activeness in expressing their idea.

2. The use of board game in teaching speaking could find out the aspect of speaking that increased the most. Based on seeing the analysis of students' work in pre-test and post-test on each aspect of speaking, it could be found that fluency was the aspect that increased the most than other. In contrast, pronunciation was the aspect with the lowest increased.

5.2 Suggestion

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

5.2.1. Suggestion for English teachers

1. Since this study was concerned on increase of speaking ability in recount text, English teachers are suggested to apply the board game as a media in teaching speaking.
2. This study was concerned on speaking skill. Therefore, the English teachers can try to apply the media of board game in another skills such as writing and reading.
3. The lowest aspect that increased in teaching speaking by using board game is pronunciation because the students just practiced to pronounce the words one time. To solve this problem, the teacher can give more time to students in listening and imitating the words from the board game.

5.2.2. Suggestion for Further Researcher

1. This study is restricted to the implementation of board games to increase students' speaking ability. Therefore, further researcher are suggested to implement board game to increase students' reading, listening or writing achievement.
2. This study is limited to discuss only the increases of students' speaking ability. Therefore, further researcher can add another instrument such as questionnaire to find out students' response towards board game in order to support the result of the research.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement the board game in teaching speaking and for further researchers who want to investigate the research about this technique.

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