THE USE OF BOARD GAME FOR IMPROVING STUDENTS' ENGLISH SPEAKING ABILITY

(A Classroom Action Reserach on The Seventh Grade Students of SMP Negeri 43 Bengkulu Utara in Academic Year 2016/2017)

Thesis

Submitted As A Partial Requirements For The Degree Of Sarjana

In English Education Study Progam

By:

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STUDY PROGRAM OF ENGLISH EDUCATION

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ii

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DEDICATION

By lovingly, I would like to dedicate my thesis and special thanks to :

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2. My Beloved Mother (Su'aiba) and father (Ma'ruf), thank you so much for your love, sacrifice, advice, suggestion, support and your pray. I am sorry for making you be disappointed. I will always try do my best for you and may Allah always blesses you both.

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MOTTOS

" It does not matter how slowly you go as long as you do not stop "

~ Confucius

" When you succeed, you earn something. When you fail, you learn something.

You need both."

~ Dr. Bilal Philips

" Islam will be successful with you or without you. You, on the other hand, will never

truly be successful without Islam. "

~ Abdulbary Yahya

" To reach on the top, you must step from the bottom"

~ Riko Ade Maulana

ABSTRACT

Riko Ade Maulana. 2019. The Use of Board Game for Improving Students' English Speaking Ability (A Classroom Action Research on The Seventh of Stdents of SMP Negeri 43 Bengkulu Utara Academic Year 2016/2017). Thesis. English Education Study Program, Language Education Department, Tarbiyah and Tadris Faculty, State Institute for Islamic Studies of Bengkulu.

Advisors   : 1. Dr. Samsul Rizal, M.Pd   2. Dr.H. Ali Akbarjono, M.Pd

Keywords   : Board Game, Speaking Ability

This research is about The Use of Board Game for Improving Students' English Speaking Ability (A Classroom Action Research on Seventh Grade Students of SMP 43 Bengkulu Utara in Academic Year 2016/2017). There were some problems faced by the students at SMP Negeri 43 Bengkulu utara in speaking English such as (1) students' had lack of the idea, (2) limited time in practicing English in the Classroom, (3) studets were not confident, nervous, and affraid of making mistakes, and (4) lack of interesting media in teaching and learning speaking. The objective of this research was to find out whether the Board Game could improve students' ability in English speaking or not.

This research was a classroom action research.The subject of this research were the seventh A grade students of SMP Negeri 43 Bengkulu Utara, consisted of 32 students, 15 males and 17 females. The instruments of this research were speaking test, observation sheet, interview, and documentation. The research was conducted in three cycles which included plan, action, observation, and reflection.

The result of this research showed that there was an improvement of students' ability in English speaking in every cycle. In the pre-test, the students' mean score was 56.37.In first cycle, the students' mean score was 61.25. In the second cycle, the mean score of the students was 68.5. And at the last cycle the students' mean score increase into 73.5. It could be concluded that Board Game was effective in improving students' ability in teaching English speaking.

ABSTRAK

Riko Ade Maulana. 2019. Penggunaan Board Game dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris siswa (Penelitian Tindakan Kelas pada siswa kelas 7 SMP Negeri 43 Bengkulu Utara Tahun ajaran 2016/2017). Skripsi. Program Studi Bahasa Inggris, Jurusan Bahasa, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu**.**

Pembimbing : 1. Dr. H. Syamsul Rizal, M.Pd   2. Dr. H. Ali Akbarjono, M.Pd

Kata Kunci : Board Game, Kemampuan Berbicara

Penelitian ini adalah tentang penggunaan Board Game dalam pengajaran kemampuan berbicara bahasa inggris siswan (Penelitian Tindakan Kelas pada Kelas Tujuh I SMP Negeri Bengkulu Utara Tahun Ajaran 2016/2017). Ada beberapa masalah yang dihadapi oleh siswa SMP Negeri 43 Bengkulu Utara dalam berbicara Bahasa Inggris yakni (1) mereka kekurangan ide/gagasan, (2) terbatasnya waktu untuk praktek didalam kelas, (3) para siswa tidak percaya diri, gugup, dan takut berbuat salah, dan (4) kurangnya media yang menarik dalam proses belajar mengajar berbicara. Tujuan dari penelitian ini adalah untuk menemukan apakah Board Game dapat meningkatkan kemampuan siswa dalam berbicara bahasa inggris tidak.

Penelitian ini adalah Penelitian Tindakan Kelas. Adapun subjek penelitian ini adalah siswa kelas tujuh A SMP Negeri 43 Bengkulu Utara, yang terdiri dari 32 siswa, 15 laki-laki dan 17 perempuan. Instrumen yang digunakan terdiri dari tes berbicara, lembar observasi, wawancara, dan dokumentasi. Penilitian ini dilaksanakan dalam tiga siklus yang meliputi rencana, tindakan, observasi, dan refleksi.

Hasil penelitian ini menunjukkan bahwa ada peningatan pada kemampuan siswa dalam berbicara bahasa inggris pada setiap siklus. Pada tes awal, nilai rata-rata siswa adalah 56.37. Pada tes siklus pertama, nilai rata-rata siswa adalah 61.25. Pada tes siklus kedua, nilai rata-rata siswa adalah 68.50. Dan pada siklus yang terakhir nilai rata-rata siswa meningkat menjadi73.5. Dari hasil tersebut, dapat disimpulkan bahwa Board Game efektif untuk meningkatkan kemampuan siswa dalam berbicara Bahasa Inggris.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,   Februari 2019
The Researcher,

Riko Ade Maulana

TABLE OF CONTENTS

CHAPTER III   RESEARCH METHOD

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a very important means of communication in daily human live. By the language people can cooperate and get along with each other. They can do whatever they are going to do, such as communicating, interacting, informing with others or giving arguments. According to Dreyer in Eko Aji Prasetyo, a language is a dynamic set of visual, auditory, or tactile symbols of communication and the elements used to manipulate them. Language can also refers to the use of such systems as a general phenomenon.[1] It means that language has the important roles in human communication activity. In other words, we can say that language is the key of communication. Hance, the language which has the biggest influence of human communication all over the world is English.

English is a global language. It is an international language which dominant position in international communication.[2] As a global language, English is used in many things we find in our daily life and in many kinds of modern technology of communication, such as mobile phones, computers, social media/networks, electronic machines, transportation, banking, even used in many

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[1] Prasetyo, Eko Aji. 2011. *Teaching English Using High Town Card Game to Enhance Students' Speaking Ability at 7th Grade Students of SMPN 02 Sumbang* in Academic Year 2010/2011 (Thesis of English Department, Semarang State University) p.01

[2] Kirkpatrick, Andy.2013.*Language Alternation, Language Choice and Language Encounter in International Tertiary Education.*New York : Springer. P.15

labels of typical substance or materials, such as, chemicals, medicine, cosmetics, foods and beverage, etc. In addition, the other impact of English as a global language is the English mastery in new employees recruitment. English mastery in any kinds of language skills is very important consideration for companies in the recruitment of new employees. High level of English mastery means more easily and widely high access of information. Consequently, young generations in Indonesia have to be prepared in order to make them ready to face the globalization era and phenomena as mentioned above by giving them the best facilities and learning in formal education.

In educational system in Indonesia, English is one of compulsary subjects that should be taught by the teachers well. Therefore, English became one of foreign languages taught at public schools. Indeed, English is a subject taught from kindergaerden to university. The Indonesian government has a priority in English to be developed and learned. They establish the objective in learning English based on the students' grade. The purposes of English in SMP/MTs such as students are able to develop their competence in communication in written and oral way to achieve the functional literacy; they also have an awareness of the nature and importance of English to improve the nation's competitiveness in the global society; develop their understanding of the interrelationships between language and culture.[3]

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[3] Depdiknas, *Kurikulum KTSP 2006 Standar Isi Satuan Pendidikan Dasar dan Menengah*, (Jakarta: Badan Standar Nasional Pendidikan, 2006), p.124

In teaching and learning of English, teachers should teach based on standard of competence and basic competence (*Standar Kompetensi dan Kompetensi Dasar*). Thus, in Junior High School it is expected to enable the students to achieve the functional literacy level, which means that they can communicate in spoken and written forms to solve the daily problem. Additionally, it should be supported with the communicative competence which can be defined as the competence in understanding or producing spoken and written texts that are realized in four language skills, namely: listening, speaking, reading, and writing. Those four skills are used to respond to or create discourse in society.[4]

Moreover, in teaching learning procces, one of component that should be master by a teacher is how to apply good method or strategy while giving and transfering the lesson in the classroom. A good teacher will not teach monotonously without any media, method, even special strategy. Additionally, there many kind of model in teaching learning which can be apply by teacher in order to make the atmosphare in classroom became more funy, enjoyable, more attractive, effctive, and effisien. It can be created by making learning in group discussion, by role playing, Jigsaw activities, or language games. Those learning model is not also facilitate the student and teacher for effective learning process in clasroom, but also it can help to achieve learning goals easier.

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[4] Depdiknas, *Kurikulum KTSP 2006 Standar Isi Satuan Pendidikan Dasar dan Menengah*, (Jakarta: Badan Standar Nasional Pendidikan, 2006), p. 277

As part of language teaching, speaking is an important skill besides listening, reading, and writing. Speaking is regarded as more representing what the speaker wants to say. By speaking, one can express his mind, ideas and thought freely and spontaneously. Speaking is the term that someone uses for verbal communication between people. When two people are engaged in talking to each other, they are doing communication.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

In formal education, speaking as the important of language skills get less proportion in the English teaching and learning. The teachers teach reading and writing intensively. Some teachers assume that giving the students writing/reading tasks makes them more settled and more quiet and seems to get a better and more effective condition of teaching-learning process rather than giving them speaking tasks which usually seems to make the class very noisy. In

addition, the English examination in formal education gives too much proportion in reading-writing test. There is rarely speaking test or oral production test. Consequently the students assume that speaking is not very important to study.

Based on the things mentioned above, the researcher tried to make speaking activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach speaking. The researcher tried to use *speaking board games* as a kind of techniques in teaching speaking. A board game is a game play in a special designed board. The design can be adapted with the students' English lesson.[5] Therefore, the researcher would implement *speaking board games* in order to improve the students speaking skills, as an effort to make the students able to use English to communicate.

By conducting preliminary research and interview with the teacher also the students, on April 14th 2016 [6] at SMP Negeri 43 North Bengkulu the researcher found some problems in teaching and learning process students of SMP Negeri 43 North Bengkulu in class VII A[7]. It was proved by the scoring sheet given by the english teacher which showed that the students' score in speaking class lesson was still low. More than 85% students got score under the minimum mastery criterion in English lesson (<70).

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[5] Khusnah, Niswatul and Kusumarasdyati. 2013. *The Effectiveness of A Board Game for Teaching Speaking to The Seventh Graders of MTs. NU Terate Gresik.* Online Journal English Education, Language and Art Faculty, Surabaya State University.p.24

[6] Ridho Lee. The student of SMP Negeri 43 North Bengkulu, grade VII.A, on April 14th 2016.

[7] Lia Popita Juni, the English teacher of SMP Negeri 43 North Bengkulu academic year 2016/2017, was interviewed at April 14th 2016.

The major problem faced by the students in that school is lack of idea. The students have no idea when they are asked to speak, so they did not know what they are going to speak. Moreover, the students are not motivated and lose interest in learning. If the teaching and learning process is attractive, speaking in the classroom can be a lot of fun, raising the students' motivation in learning. The next factor is there is no much time in practicing English in class, so that the students do not have the same opportunity in speaking. The third factor is the students are not confident in speaking, the students feel nervous and they are afraid of making mistakes while speaking English. The last factor is there is no interesting media in learning and teaching speaking in the classroom. There is no media that can help students to speak.

Considering those problem, there are many solutions that can make students speak fluently in the classroom. One of them is by using game. Since the children love to play, they like to learn through game. Game is useful strategy to motivate students to learn english. Game is an effective way in improving students' communicative skill. All of the students in the classroom will take part in the activity. It will make them have opportunity in speaking even the silent students. One of the appropriate language game for junior high school is called "speaking board game". This game can improve students' ability in speaking. This game is easy enough to play, so that all of the students can play it well.

Finally, based on the background above, the writer would like to carry out the research under title "The use of Board Game for Improving English Students' Speaking Ability at Seventh Grade of Students SMP Negeri 43 North Bengkulu."

B. **Identification of Problems**

Based on the background, the researcher identified several problems were : (1) The students had lack of idea; (2) the students were lack of vocabularies; (3) the limited time in practicing English in the classroom; (4) the sudents were not confident, nervous, and afraid of making mistakes while speaking english; and (5) no interesting media in teaching and learning speaking.

C. **Limitation of Problems**

The problem in this research was limited on the Use of Board Game in Teaching Students' English Speaking Ability at seventh grade students of SMP Negeri 43 North Bengkulu in academic year 2016/2017. It could be proved that this game is an appropriate strategy to apply in improving speaking ability.

D. **Research Question**

Based on the background above, the problem of the study was formulated as the following:" How can Board Game improve students' English speaking skill of the first year students of SMP Negeri 43 North Bengkulu in academic year 2016/2017?

E. Research Objectives

The objective of this study was to find out whether the Board Game could improve students' speaking skill of the seventh grade students of SMP Negeri 43 North Bengkulu in academic year 2016/2017.

F. Significance of Research

This research hoped to be able to give many benefits to both English teachers and students. The application of Board Game on teaching speaking to provide the English teacher to plan and conduct a better and interesting in teaching learning process. Thus, to help the students to build speaking competency.

G. Definitions of Key Terms

Key terms according to the research were taken from context and variables on the research title. The key terms are :

1. Speaking skill is the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'.[8]

2. Speaking Board Games is the way how to teach speaking inform a board game which consist of the modification of englsih materials and played in a special designed board. The design can be adapted with the students' English

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[8] Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Cambridge : Longman. p. 269

lesson. A board game is media which can be seen and touched by the students.

It is played by using a designed board.[9]

[9]Khusnah, Niswatul and Kusumarasdyati. 2013. *The Effectiveness of A Board Game for Teaching Speaking to Seventh Graders of MTs. NU Terate Gresik.* Online Journal English Education, Language and Art Faculty, Surabaya State University. p.25

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking

1. Definition of speaking

Speaking is the verbal use of language to communicate with others. The statement shows that speaking is used to communicate with others verbally. Speaking is also called the oral production. Speaking is the productive, oral skill that consists of producing systematic verbal utterance to convey meaning.[10] Speaking is a skill which deserved attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

David Nunan has an argument that speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.[11] According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.[12] Broughton also states that, however good a

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[10] Bieley, Kathleen, M, 2003, *Practical English Language Teaching*; Speaking (Singapore), p. 119

[11] David Nunan, 2000, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd.), p. 39

[12] Hornby, 2002, *Advance Learner Dictionary*, (Oxford: Oxford University Press), p. 13

student may be at listening and understanding, it need not follow that he will speak well.[13]

Every language has two kinds of skills. The first one is the receptive skill which involves two aspects : understanding and reading; and the second one is the productive skill, which involves writing and speaking. Bygate stated that speaking is a skill with deserves attention as much as literary skill in both native and foreign languages.[14] When students speak in a confident and comfortable way, they can interact better in real daily situation. Because of this, the purpose of this research is to encourage the development of fluency in spoken english. It's even for students with elementary english language abilities. For us, developing fluency implies taking risks by using lanugage in relaxed, friendly atmosphere -an atmosphere of trust and support. Speaking fluently, of course, involves speaking easily and appropriately with others.

From some definitions above it can be concluded that speaking is the way in which language system in manifested through the organs of speech that is making use of words in an ordinary voice. Also, it shows that how speaking is the important skill in language learning especially in english subject.

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[13] Geoffrey Broughton et, al., 2001,*Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd.), p. 76.

[14] Bygate, M, 2006, *Language Teaching: Speaking*. New York: Oxford University press. p15

2. Speaking is productive skill

Speaking is the productive skill. It cannot be separated from listening, when we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronounciation as it encourages learners to learn the English sound. Harmer said that there are four basic skills in any language; receptive skills- reading and listening, and productive skills- speaking and writing.[15] All are equally important and whenever possible we should try to incorporate all of them into our lessons if we want to have a balanced approach. Often we will want to focus more on one particular skill but still bring others in to create an "integrated " skill lesson.

It is true that most students prefer to focus on their speaking skills but this does not mean that mean writing should be ignored. In many ways writing is the more difficult skill, requiring a greater degree of accuracy. When speaking, any misunderstanding can be cleared up 'on the spot', whereas this not possible in writing. Speaking, on the other hand, requires a greater degree so fluency as the speaker will rarely have time to think and plan an answer. Communication between people is a very complex and ever changing thing. But there are generalizations that we can make which have particular relevance for the teaching and learning of languages.

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[15] Harmer, Jeremy. 2001, *The practice of English Language Teaching,* (NY: Grow Hill Press)

When two or more people communicating with each other, we can be sure they are doing so for one of the following reasons: first, they have some communicate purpose. Second, they want to say something. Third, they want to listen to something. Forth, they are interested in what is being said. Therefore, if a teacher wishes to introduce a communicative activity to the students, he or she should bring in a number of the mentioned factors. The teacher must create the need and desire, in the students, to communicate. If these factors are not present, it is far less likely that the activity will be the succes the teacher had envisaged. If the students don't see the point in doing something, they're far less likely to want to participate.

3. Assesing speaking

Assessment is an ongoing process that encompasses a much wider domain.Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Brown said thatWritten work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students.[16]

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[16]Brown, Douglas. 2003. *Teaching by Principle an Interactive Approach to Language Pedagogy.* (San Fransisco : State University). P.4

Brown suggests assessment tasks for interactive speaking (interpersonal and transactional):

a. Interview

When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty five minutes, depending on their purpose and context.

b. Role play

Role playing is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

c. Discussion and conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as *informal* techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide.

d. Games

Among informal assessment devices are a variety of games that directly involve language production.[17]

4. Teaching speaking

English Teaching learning process in Junior High School is based on the school based curriculum. The latest approach stresses that the language is acquired through communication. The basic language assumptions are : 1.) Language as a means of communication is used to express meaning grammatically. 2). Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

According to Harmer, 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.[18] However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential.

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[17] Brown, H. Douglas. 2003. *Language Assessment: Principles and Classroom Practice*. San Francisco: Longman. p.167-176

[18] Harmer, Jeremy. 2007. *How to Teach English*. Harlow: Longman. p.345

Furthermore, Brown suggests some principles for designing speaking techniques as follows: 1). Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. 2). Provide intrinsically motivating techniques. 3). Encourage the use of authentic language in meaningful contexts. 4). Provide appropriate feedback and correction. 5). Capitalize on the natural link between speaking and listening. 6). Give students opportunities to initiate oral communication. 7). Encourage the development of speaking strategies.[19]

In addition, Brown suggests some types of classroom speaking performance as follows:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or

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[19] Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman. p.275-276

grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d. Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.[20]

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[20]Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman. p.271-274

5. Element of speaking

Harmer writes two elements of speaking; language feature and mental or sosial processing.[21]

a. Language feature

1) Connected speech; effective speaker of english need to be able not only to produce the individual phonemes of english but also to use fluent 'connected speech'. In connected speech sound are modified (assimiliton), omitted (elision), or weakened (through contructions and stress pattering).

2) Expressive device; native speakers of english change the pitch and stress of particular parts of utterances, vary volume and speed and show by other pshycal non-verbal paralinguistic means how they are feeling especially in face to face interaction. The use of this devise contributes to the ability to convey meanings.

3) Lexis and grammar; spontaneous grammar speech as marked by the use of number common lexical phrases, especially in the performance of certain language finctions. Teacher should be therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, sock or approval.

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[21]Harmer, Jeremy. 2001. *The Practice of English Language Teaching 3th Ed*. Harlow: Longman. p.269

4) Negotiation : efective speaking benefits from negotiatory language we use to seek clarification to show the stucture of what we are saying.

b. Mental or social processing

1) Language processing : effective speakers need to be able to process language. In their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences.

2) Interacting with others : most speaking involves interacting with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow other to do so.

3) Information processing : quite apart from our response to others' feeling, we also need to be able to process the information they tell us the moment we get it.

6. Criteria of good speaking skill

   Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.[22]

   a. Pronunciation

      Hornby states that pronounciation is way in which a language or particular words or sound is spoken. While Harmer states that prnounciation is how to say a word in which made of sound, stress, and intonation.[23]

      1) Sound

         On their own the sound of language may will be meaningless some of prembles that speaker of English as foreign language because they have difficulty with individual sound.

      2) Stress

         Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also giving shape to a word as spoken.

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[22] Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman. p.168
[23] Hornby. 2002. *Advance Learner Dictionary*. (Oxford: Oxford University Press)

3) Intonation

   Harmer states that intonation means the tune you use when you are speaking, the music of speech.[24]

b. Fluency

   Based on the Webster Dictionary, fluency is ready a expressive in the use of language. In speaking ability, fluency always is a problem. In causes by some factors, some example : self confidance.[25]

c. Vocabulary

   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.[26]

d. Acccuracy

   Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

[24]Harmer, Jeremy.2001, *The practice of English Language Teaching,* (NY: Grow Hill Press) p.12

[25] Webster Dictionary. 2002.

[26] Longman Dictionary. 2002. P. 580

7. The Nature of Speaking

The are many definitions about speaking skill. Tarigan remarks that speaking is a skill convey massages through oral language.[27] In addition speaking determining which logical lingiustic, psychological a physical rules should be appliedin a given communicate situation.

Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.[28]

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them.[29] Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate

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[27] Tarigan. 2003. *Berbicara Sebagai Suatu Keterampilan berbahasa*. (Bandung: Angkasa)
[27] Richards, Jack C. 2008. *Teaching Listening and Speaking: From Theory to Practice*: Cambridge: Cambridge University Press. p.19
[29] Cameron, Deborah. 2001. *Working with Spoken Discourse*. Oxford: SAGE Publications, Ltd. p.40

utterances.[30] In brief, learners need to know how to use the language in context.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons responses.

B. The Concept of Games

1. The definition of game

Martin in Brewster and Ellis explains a game in language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.[31] Then, according to

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[30] Martinez, Flor Alicia., Esther Uso-Juan. 2006. *Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition)*. Walter de Gruyter Gmbtl. & Co. KG., p.139

[31] Brewster, Jean, Gail Ellis and Dennis Girard. 2002. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited. P.172

Harmer, language games mean students are put into a situation in which they have to use all or any of the language they possess to complete a game-like task. Language games are used frequently in speaking class, because it is enjoyable. The students tend to perform well, and they are motivated to perform because usually a teacher gives a reward to them. Games also add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort. There are many language games which can be used in teaching speaking such as card game, puzzle, cross word and picture games.[32]

2. Advantages of using games in learning

Games are effective to increase motivation, to lower students' stress, and to give language learners the opportunity for real communication. Hansen on states that games are highly motivating and entertaining and they can give shy learners more opportunity to express their opinions and feelings.[33] The idea of games bring more effectiveness in learning is also supported by Vernon's statement that students can learn two times faster when they are excited about learning.

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[32] Harmer, J. 2001. *The Practice of English Language Teaching 3th Ed*. Harlow: Longman. p.126
[33] Trong Tuan & Thi Minh Doan. 2010. Teaching English Grammar Through Games. *Studies in Literature and Language*, p.7.

According to Ersoz games are highly motivating because they are amusing and motivating.[34] In line with the theory, Lewis in Mei and Yu-jing : games add variation to a lesson and increase motivation by providing and plausible incentive to use the target language. Moreover Lewis states that games can create a meaningful context in which language use.[35] In addition, games bring real world context into the classroom, and enhance student's use of English in a flexible communicative way. Games usually involve friendly competition and they keep learners interested and participate actively in the learning activities.[36]

Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily.[37]

3. Types of games

Teachers should know kinds of language games before deciding which games are suitable with the lessons. It is important to know the types of

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[34] Ersoz, Aydan. 2000. *Six Games for the EFL/ESL Classroom*. The internet TESL Journal, Vol. VI, No. 6, June 2000. http://www.iteslj.org.

[35] Mei, Yin Yong and Jang Yu-jing. 2000. *Using Games in an EFL Class for Children*. Daejin University ELT Research Paper. Fall, 2000. http://www.iteslk.org.

[36] Huyen and Thu Nga. 2003. *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. The Asian EFL Journal, vol. 5, article 6

[37] Sugar, Steve and Kim K. Sugar. 2002. *Primary Games: Experiential Learning Activities for Teaching Children K-8*. San Francisco, CA: Jossey-Bass. P.5

games that are available in order to plan a lesson with a balanced pace. It will help teachers to choose the right games. Language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need.

However, Brewster and Ellis classify many different games into two main types: accuracy-focused games and fluency-focused games. Accuracyfocused or language control games aim to score more points than others, usually to find a winner. This kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing).

Brewster and Ellis categorize games by the resources required to play them. There are eight types of games under this categorization no resources e.g. guessing games and listening games, simple pencil & paper/blackboard games (spelling games, consequences), picture games, word cards, game using sentence cards, dice games, board games, and games using chart or matrices.[38]

Those types of games will help teachers in selecting which ones are appropriate with the lessons. Selecting and setting up games is easier when they are classified into categories. When the teacher knows the classification

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[38] Brewster, Jean, Gail Ellis and Dennis Girard. 2002. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited. P.174-180

of games, he or she can properly decide the suitable games for a certain learning objective.

4. Principles of using games in teaching and learning activities

In implementing games into the teaching and learning activities, teachers should consider some principles in order to make the games effective. Brown states that games involved in language teaching should be designed appropriately based on the class level and considered the learners' interests.[39]

a. Selecting games

Choosing the right game for language lessons is an important step for a successful game experience. Tyson in Mei and Yu-jing proposes some points that should be considered in choosing games. He explains that a game must be more than just fun and able to encourage students to focus on the use of language rather than on the language itself. A game also should involve friendly competition so all of the students keep involved and interested. A game should give students a chance to learn, practice, or review specific language material.[40]

[39] Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. London: Longman. p.90

[40] Mei, Yin Yong and Jang Yu-jing. 2000. *Using Games in an EFL Class for Children*. Daejin University ELT Research Paper. Fall, 2000. http://www.iteslk.org.

Brewster and Ellis suggest guidelines to help teachers to decide the type of game they like to use: a) A game can mostly promote fluency/accuracy; b).A game can promote either competition or cooperation; c) A game should have an educational aim, i.e. developing concepts, themes, cross-curricular topics, such as citizenship, learning strategies; d) Games should be chosen based on the level. Some games are suitable for beginners and the others are for higher level; e) Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?; f) What materials resources and classroom organization are needed?; g) Does it focus mostly on practicing pronunciation, words grammar and language functions, language skills or learning to learn skills?

b. Introducing new games

Many teachers assume a game should be explained clearly to the children before playing it. This opinion is not exactly correct since children will be generally involved in a game if they understand it clearly after being attracted toward it. It means that when a teacher introduces a game, she should attract the children's mind towards it first. This can be done, for example, by simply putting an attractive board game on the table and looking at it curiously. It can make the children feel more attracted.

Introducing game procedure to children is not merely explaining the rules. The teacher should explain by showing and doing, using gesture and mime, using the boards, pictures, flashcards or other materials to demonstrate the procedure. It is also useful to invite some students to help demonstrating the game.

c. Playing the game

Brewster and Ellis give suggestion on how to play games. It includes giving instruction, organizing the class, playing the game, and the teacher's role. Giving instruction is an important stage in playing a game. Instructions in games should be short, clear, and simple. It is better to use a limited number of key phrases. A game should be organized well, since some games are played individually, but the others may requires teams, groups or pairs. Students must be taught the language they need to play each game, including language to organize themselves while playing the game.[41]

Teachers can use the guidelines above to decide what type of games will be appropriate for the lessons, to achieve the learning objects. Sugar and Sugar write that games need to be the materials, the complexity of

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[41] Brewster, Jean, Gail Ellis and Dennis Girard. 2002. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited. P.174-184

rules and the playing time. They add that number of players and the size of the class are also required to be considered.[42]

C. The Board Games

1. The definition of Board Games

    Board games are familiar game types for children. This type of games mainly involves moving markers along a path.[43] *Monopoly*, *Snake and Ladders*, and *Ludo* are the examples of popular board games. Almost all board games are the imitations of situations in real life. Board games have also been used to teach children basic fact and information about the world in which they live.

2. The Benefits of Board Games in language teaching

    Board games can be used in language classrooms to teach the learners to speak. One of the main goals of language teaching is to equip the students with the ability to communicate in the target language. According to Chang and Cogswell, 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.

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[42] Sugar, Steve and Kim K. Sugar. 2002. *Primary Games: Experiential Learning Activities for Teaching Children K-8*. San Francisco, CA: Jossey-Bass. P.12-14

[43] Lewis, Gordon and Gunther Bedson. 2008. *Games for Children*. Oxford: Oxford University Press.

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

The other benefit is that board games can promote language learning through tasks. The tasks are defined here as activities in which: a) Meaning is primary; b) There is a communication problem of some type to solve; c) The activity has some relationship to real-world activities; d) Task completion is usually required and; e) Task performance can be assessed in terms of the outcome.

When using board games, it should be kept in mind how these five characteristics are exemplified in student interaction. Furthermore, it is important that lessons that implement board games should be composed of warm-up activities, formal instruction, tasks, and wrap-up/reflection activities that integrate all language skills to provide learners with a holistic language learning experience.[44]

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[44] Chang, Shelley and Jenny Cogswell, 2008. *Using Board Games in the Language Classroom TESOL*. http://www.rtmsd.org/cms/lib/../57/Using_Board_Games_Handout.doc

3. The Materials in Playing Board Games

   In board games, there are some materials needed by the players. At least, there should be counters, dice, game board and, for some board games, cards.[45] 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 propose three kinds of tracks on board games, standard snake tracks, never ending track and multi-route track.[46]

4. Preparing Board Games for speaking activities

   Many commercial board games are sold in the market, but teachers need to adapt the games so that they fit the needs of the learning activities. Teachers can also make board games of certain topics to be used in the classroom. Buchanan et al 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,

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[45] Provenzo, A. Baker and Eugene F. P., Jr. 1981. *Favorite Board Games You Can Make and Play*. New York: Dover Publication Inc.

[46] Lewis, Gordon and Gunther Bedson. 2008. *Games for Children*. Oxford: Oxford University Press. p.10

and 7) writing down the rules. Board games can be made based on stories or any topics that are appropriate with the lessons.[47]

The following are the guidelines on creating board games to enhance classroom learning adapted from the tips proposed by Chang and Cogswell.[48] 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.

[47] Buchanan, Ben., Carol J. Adams, Susan Kay Allison. 2001. *Journey to Gameland: how to make a board game from your favourite children's book*. United States of America: Library of Congress Cataloguing-in-Publication Data.
[48] Chang, Shelley and Jenny Cogswell, 2008. *Using Board Games in the Language Classroom TESOL*. http://www.rtmsd.org/cms/lib/../57/Using_Board_Games_Handout.doc

5. The Procedures in Teaching Speaking Ability by Using Speaking Board Games

In this research, there were some procedures for teaching Speaking ability by using speaking board games. They were as follow:

a. Pre-activities (5 minutes)

1) The teacher gives greeting to the students and check students' attendance list.

2) The teacher asks some questions relate to the topic.

b. While-activities (80 minutes)

1) The teacher sets up a discourse or text are intact and meaningful.

2) The teacher explains how about to implementation of Speaking Board Games in speaking learning class.

3) The teacher divides the discourse or text that has been prepared for the students.

4) The teacher asks the students to see at a glance the contents of discourse or text that has been divided.

5) The teacher asks the students to do practice as the purpose to measure students' achievement in learning process based on previous explanations.

c. Post-activities (5 minutes)

a. The teacher gives appreciation and motivation to the students.

b. Closing the lesson by praying and saying good bye.

D. **Relevant Previous Studies**

The researcher found some previous studies related to speaking board games. Firstly, The effectiveness of using board game to improve grammar has been studied by Tengku Nazatul Shima, Tengku Parisa and Rahmah Lob Yussof from Universiti Teknologi MARA, Kuantan 25200, Malaysia.[49] The study was carried out among Pre TESL students of UiTM Pahang, Kuantan Campus in 2012 and they found that board game is a useful teaching tool to be used in grammar and to supplement textbooks.

Lilly Metom, Amelia Alfred Tom, and Saira Joe from Universiti Teknologi Mara, Sarawak Campus, Malaysia, in 2013 also prooved board games as a fun way to improve students' engagement and grammar mastery.[50] They found that students' motivation in learning improved after the implementation of the board games. The games were proofed to be effective in providing learners an entertaining and relaxing atmosphere which leads to the reducing anxiety and stress in the learning of grammar.

The other study of using board games for learning was conducted by Irma Nur Hidayati in 2015 from English Education Deparment, Faculty of Languages and Art, Yogyakarta State University entitled "Improving English Writing Skills

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[49] Tengku Nazatul S., Tengku Parisa, Rahmah L. Yussof. 2012. *Enhancing Student's Speaking skill using board games*. Universiti Teknologi MARA, Kuantan 25200, Malaysia.
[50] Amelia A. Tom, Lilly Metom, Saira Joe. 2013. *Mind Your Grammar! – Learning English Grammar the Fun Way*. Universiti Teknologi Mara, Sarawak Campus, Malaysia

Through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015".[51] From her study and research, it is proven that the use of board games for learning can effectively improve the learners' writing skill.

Rahmawati (2012) 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.[52] The research findings show that there are improvements of students' speaking skills after using board games.

E. Conceptual Framework

In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students' lack of speaking skills. Therefore, the researcher had to improve the students' speaking skills.

The researcher try to use speaking board games to teach speaking. The researcher will implement the use of speaking board games in the teaching and learning process at the stage of production.

Using speaking board games in teaching speaking provides some activities that encourage and support the students to speak and to express their ideas. The

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[51] Irma Nur Hidayati. *2015*. *Improving English Writing Skills Through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015*. Yogyakarta State University.
[52] Ika Nur Rahmawati. 2012. *Improving the Fourth Grade Students' Speaking Skill Through Board Games at SD Muhammadiyah Pepe Bantul Yogyakarta :* Yogyakarta State University.

researcher will also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions.

By implementing the action, that is using speaking board games to teach speaking, the researcher hopes that there are some improvements of the students' speaking skills. The researcher would give the students activities that encourage and support them to speak in order to make them able to speak English in daily communication.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used classroom action research. The researcher used it because the researcher would like to solve the problem through direct action. According Mills in Munir Moosa, the action research is defined as any systematic inquiry conducted by teachers, administrators, counselors or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach and how their students learn.[53] Furthermore another definition, action research is a tool that is used to help teachers and aducators uncover strategies to improves learning practices; it a viable and realistic endeavor for all educators.[54]

The basic purpose of action research is "to develop new skill or new approaches and to solve problems with direct application to the classroom or other applied setting".[55] Action research is often useful for teachers to find solution of problems to encounter in everyday practice. Teachers usually use

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[53] Sadruddin, Munir Moosa. 2011. *Discipline – Improving Classroom Management through Action Research: A Professional Development Plan*. Journal of Managerial Sciences Hamdard Institute of Education and Social Sciences (HIESS), Hamdard University, Karachi. p.3

[54] O'connor, Katherine A., et al. *Action Rsesearch: A tool Improving Teacher Quality and Classroom Practice* (Departement of Curriculum and Instruction, East Carolina University), p.1

[55] Hartoyo. 2010. *Research Method in Education*. Semarang. UNNES Press. P.71

action research when they find some problems such as the students have not achieved the target they expected during teaching and learning process. In this study, the resercher studied the student's ability in performing the speaking language.

Based on the explanation above it can be concluded in the classroom action research is an action that be done by the teacher to solve the problems in the classroom. It means that the problem in this research come from teaching learning problem in the classroom. In this research, the researcher chosed the seventh grade students at SMP Negeri 43 North Bengkulu in academic year 2016/2017 as the place to collect the information and the data in order to help them to improve their ability in speaking by using Speaking Board Games.

B. Respondent

In this part, the respondents should be clear in what class and who are the students. The respondents of this research were seventh grade students of SMP Negeri 43 North Bengkulu which was consist of three classes. And the object of this research was the students in A class of 32 students in the classroom, there were 15 males and 17 females. The researcher chosed this class because some of the students in this classroom have still low score in speaking skill. It meant they have problems with their English speaking ability during English teaching and learning in classroom.

C. Data Collection Technique

In collecting the data, the researcher used the following ways:

1. Test

   Test is a process to measure students' ability and knowledge about material that is given, competence, intelligence, and talent that can belong for individual or groups. Test may be constructed primarily as devices to reinforce learning and to motivate the students or primarily means of assessing the students' performance in language. Therefore in this research, the researcher would conduct pre-assessment and evaluation in each cycle.

2. Observation

   Observation is the way to collecting the data by directly to an object. And the observation in this research would conduct by researcher and the English teacher. It was to get implementation of learning data. This data were obtained from the result of the researcher and the teacher observation which was taken in each cycle.

3. Interview

   It is the way to collect the data by asking the teacher and students orally to have direct information about teaching and learning process. It meant that the researcher would do interviewing the teacher before and after applying classroom action research. It was to know general description about teaching and learning process speaking ability, students'

situation in speaking activity, and the strategies usually implemented by the teacher in teaching speaking.

4. Documentation

It would support research in form some of photos while implementing Speaking Board Games in speaking ability. The purpose of this was to show the activities that do by the students during teaching and learning process.

D. Data Analysis Technique

1. Quantitative Data

In this research, the data were taken from test score after each cycle. The data were counted in numeral data that were shown in percentage. Later, the result was explained and concluded as the result of the research. The quantitative data was used to know if the first indicator of this research had achieved or not. To fill the scoring sheet, the researcher analyzed the data by evaluating and comparing the result from each cycle in order to know whether Board Games technique could improve students' speaking ability or not.

Beside that, to support the data analysis, the researcher used the formula adopted from Sudijono:

$$P = (f : n) \ x \ 100\%$$

Notes:

P = percentage number of students who pass the standard score

f = number of students who pass the standard score

n = total number of the students[56]

After that, the result of test interpret by using the table of five scale interval percentages that is proposed by assessment guidelines at SMP Negeri 43 North Bengkulu. This guide consists of interval and qualification to interpret the students' ability in Speaking ability. For detail explanation of the interpretation guide as follow :[57]

Tabel 3.1 Score interval

Score Interval	Qualification
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
< 49	Very poor

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[56] Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta:RajaGrafindo Persada, 2008), P. 39

[57] Nugiantoro, Burhan. 2011. *Penilaian dan Pengajaran Bahasa Indonesia dan Sastra.* Yogyakarta:BPFE,p.83

2. Qualitative Data

Miles and Habermen suggests that activity in the qualitative data analysis performs interactively and runs continuously until complete, so the data is saturated. The size of the saturation data is characterized by not obtaining further data or new information. Qualitative research data by Miles and Habermen consists of three stages, namely :[58]

a. Data reduction

Data reduction is for direct research with all data in the form of observations, interview, and documentation. Data reduction refers to the process of selecting, focusing, sampling, abstracting, and transforming the "row" of the data that appear in written up field not. The process of selecting the data is to focus on information that leads to problem solving and discovery purpose to answer the research questions.

This activity will begin with a conceptual issues and data collection approach is obtained. In addition to data collection, for example: summarizing, making the code, looking for focus, and creating a memo. Memo is a theoretical conceptualization of ideas from the development of opinions. Data reduction is an integral part and parcel of the process of data analysis. Its function is to classify, direct, sharpen, remove unnecessary and organize so that the interpretation can be done.

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[58]Mathew B. Miles, and A. Michael Huberman. *Qualitative Data Analysis: A Techniques Sourcebook (3rd Edition)*, (USA: Sage Publication. Inc, 2004), P. 35-36

The steps in data reduction namely : summarize contact data directly to the people, events and situation at the sites, encoding, creation of an objective record, make a reflective note, make a note marginal, data storage, making the memo, analysis between preparation of summary interview between locations.

b. Data display

Data display seeks to show or tell the data transparrantly. Presentation of data in question is in the form of narative text and in table form. As display as an organized assembly of information that permits conduction drawing and task action. Technical data presentation and systematic cascading will be very helpful for the researher in drawing conclusions verification of adequate finds in the form of a permanent pattern of relationships between schools, teachers, staff, and students.

Stage presentation, at this stage will develop models : describe the contexts of the research, the checklist matrix, describe the development over time, matrix governance rule, matrix cluster concept, the matrix effects and influence, matrix of dynamic locations, and list of events.

c. Drawing Conclusion / Verification

Phase conclusion and verification of data. The conclusion of the study will be drawn from the results and presentations of data reduction is a temporary conclusion. These tentative conclusions can still be changed if it will be found strong evidence during the process of data verification in

the field. So, the data verification process carried out by researchers to fall back on the field to collect data possible are going to obtain strong evidence other that could alter the results of the tentative conclusions are drawn. If the data obtained has the constancy (the same as the data have been obtained) it can be concluded that raw and subsequently will be published in research report.

E. Research Instrument

In this research, there were some instruments. They were speaking test, observation checklist, field note, interview list, and documentation.

1. Speaking Test

The researcher used speaking test aimed to measure the students' speaking ability in the classroom. In the test, the researcher used oral test in variants topic and asked the students practice in front of the class in groups or couples. Additionally, This technique provided two kinds of test which were pre-test and post-test. Pre-test was conducted before the implementation of the actions and the post-test was conducted after the implementation of the actions. The pre-test and the post-test were in the form of performance tests. Then the researcher and the raters assessed the students speaking performances using speaking rubric. The data of the pre-test and the post-test were collected in the form of students' score. The result of the post-test were calculate and compare with the result of the pre-test.

The researcher analyzed in order to measure the improvement and concerned on grammar, vocabulary, pronunciation, fluency, and comprehension. In assesing the students' speaking ability, the criterion of assessment was considered from oral proficiency scoring categories proposed by Brown, as follows :[59]

Table 3.2 Oral Proficiency Scoring Categories

Critera	Score	Componenet in Scoring Test
Pronunciation	1	Errors in pronunciation are frequent, but can be understood
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding
	4	Errors in pronunciation are quite rare
	5	Aquivalent to and fully accepted by educated native speaker
Grammar	1	Errors in grammar are frequent
	2	Accent usually the construction, but does not confident control of the grammar
	3	Control of grammar is good and able to speak with sufficient structural accuracy
	4	Errors in grammar are quite rare and able to speak accurately
	5	Errors in2grammar are quite rare and able to speak accurately
Vocabulary	1	Speaking vocabulary inadequate to express anything
	2	Has speaking vocabulary sufficient to express the idea

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[59] Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Longman.

	3	Vocabulary is broad enough that rarely has to grope for a world
	4	Can understand and participate in any conversation
	5	Speech on all levels is fully accepted by educated native speakers
Fluency	1	(no specific description)
	2	Can handle with confidence but not including casual conversa-tions
	3	Can discuss particular interest of competence with reasonable words
	4	Can participate in any conversation within the range of the experience with a high degree of fluency
	5	Has complete fluency in the language
Critera	**Score**	**Component in Scoring Test**
Comprehension	1	Can understand simple questions and statements with slowed speech and repetition
	2	Can get the gist of most conversations of non-technical subjects
	3	Comprehension is quite complete at a normal rate of speech
	4	Can understand any conversation within the range of the express
	5	Equivalent to that of an educated native speaker

2. Observation Sheet

The researcher used observation sheet to measure participation in learning and teaching process. Then to observation, the researcher collaborated with English teacher. There were two kinds of observation checklist in this research. There were students' and teacher's observation

checklist. Students' observation checklist was used to collect data about the students' attitude in teaching and learning process in the first cycle and also it was used to design the planning to solve the problems and did action. Then, the data were used to revise the planning for the next cycle. Also, there was a teacher's observation checklist. It was used to know about how the teacher teached the students, how the teacher explained the material to the students, and how the teacher implemented the game. It was used to know how the teacher managed the teaching and learning process, how to manage the students, etc. The result of the students and the teacher observation checklist were used by the researcher to revise to the next cycle.

3. Field Note

Field note was taken when the researcher conducted the research in classroom. The source of data was from students's activities during teaching and learning process in classroom. This field note was also used to reflect the next meeting. The form of filed note was ilustrated as follow:

Field Notes

Grade   **:**

Date   **:**

 Meeting :

Figure 3.1. fieldnote that use in this research

4. Interview List

The researcher conducted interview by asking to the teacher and student
orally to get direct information about teaching and learning process. Then the
researcher interviewed the teacher before and after applying classroom action
research. It was to know general description about process of learning
speaking ability, students' situation in speaking activity, and the strategies
usually implemented by the teacher in teaching speaking.

Additionally, the researcher could get more detail information of the
students' also the teacher's opinion about the use of board game in speaking.

The researcher prepared some questions list which answered by respondents. The researcher used Indonesian while doing the interview and it was conducted before and after the implemetation of action classroom research.

5. Documentation

It was the last instrument that used by researcher. The researcher used camera to get the picture of student activities while implementation of Speaking Board Games in teaching and learning process to support the research.

F. The Research Procedural

The research would conduct in more than one cycle which consist of four broad phases as suggested by Kemmis and Mc Taggart in Burns.[60] The phases are :Reconnaissance

It is the first step of conducting this research in which the researcher determines the thematic concern of the research. The researcher directly observed the teaching-learning process in the classroom. Then, the researcher also had some interviews with the participants (the English teacher, the students) about the existing problems in the teaching-learning process. Based on the result of the observation and interview, the researcher classifiy the existing problems.

1. Action

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[60] Burns, Anne. 2010. *Doing Action Research English Language Teaching: A Guide for Practitioners*. Sydney: Routledge. p.8-9

a. Planning

     The researcher plan to have the action research in VII grade students of SMP Negeri 43 North Bengkulu in several cycles. The researcher discussed with the English teacher and the research collaborator to determine the actions to solve the existing problems. Before implementing the actions the researcher would give the students pre-test, then the next meetings would be the implementation of the action, and the last would be the post test. The action research would be conducted through the process below.

b. Implementation

     Before the implementation of the action, there would be a pre-test. In the next meeting the researcher would teach the students using speaking board games (implementation). Then, in the last, the researcher would give the students post-test.

c. Observation

     The researcher would observe the steps of this classroom action research by direct observation in the classroom using observation checklists and also record the lesson by making vignette. The researcher will make a vignette of every meeting and attach some pictures taken in the classroom. The researcher would also interview the English teacher, the students, and the research collaborator.

d. Reflection

The researcher will analyze the data and make the reflection of the actions. If the result of the actions are not significant yet, the researcher will do the next cycle and might give some changes to the actions.
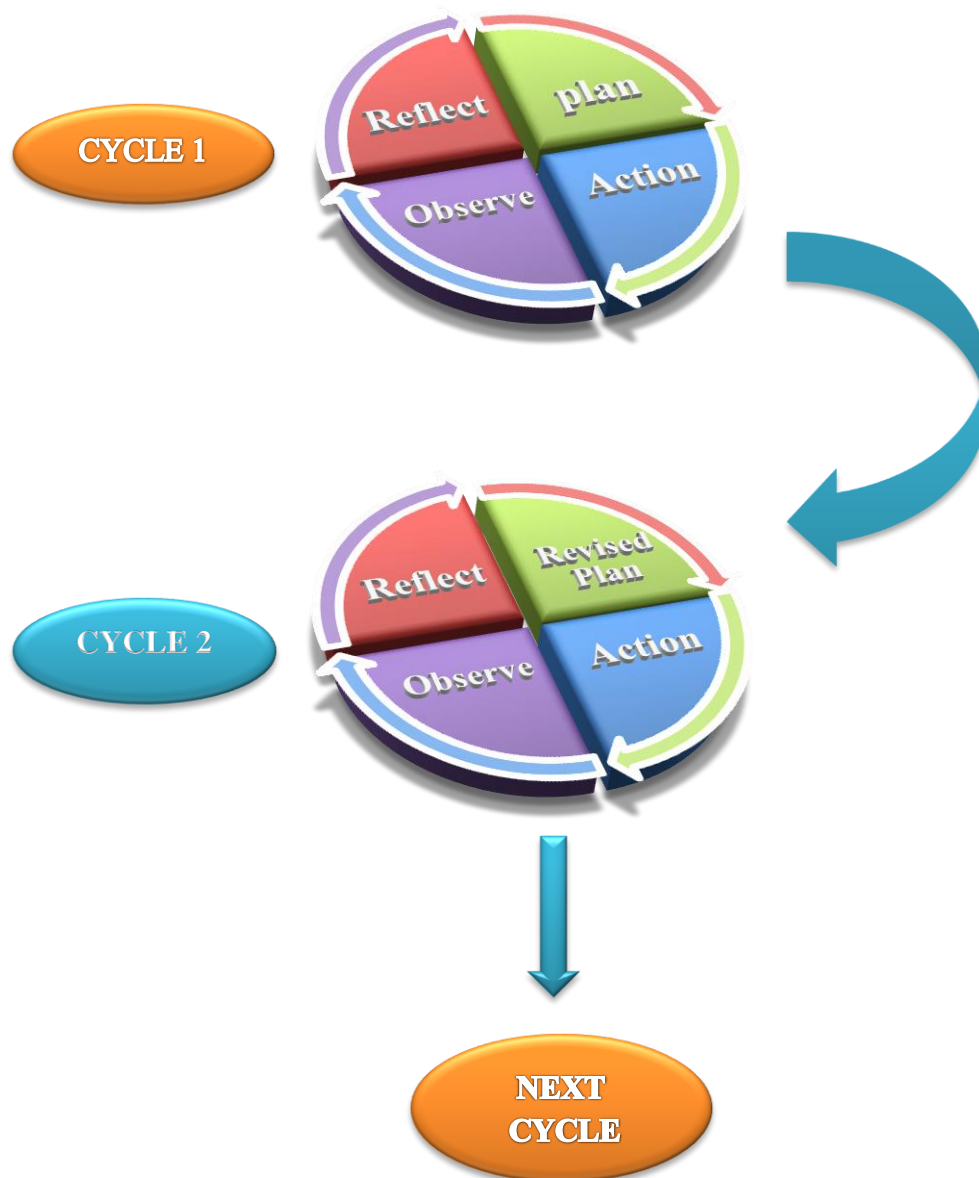
The Action Research Cycles by Kemmis and Mc Taggart in Burns
Figure 3.2: Action Research Cycles

G. Indicator of Success

This Classroom Action Research would be success :

1. if the using of Speaking Board Game will improve students' speaking ability of seventh A grade students SMP Negeri 43 North Bengkulu with means score of speaking achievement is 70.

2. The student's speaking ability on the seventh grade A students of SMP Negeri 43 Bengkulu Utara should achieve at least average category.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

The data for this research collected from SMP Negeri 43 North Bengkulu. The respondent of the research consisted of thirty two students at 7th A grade. The researcher identified some problem that concern with speaking ability in teaching and learning process, they were lack in English speking skill achievement. Their ability on speaking was very low, because of that the researcher tried to improve students' speaking skill using Board Game. The improvement students speaking ability is obtained by analyzing the comparison percentage of students' speaking ability in pre-assessment, cycle 1, cycle 2, and cycle 3.

1. Pre-assessment

The pre-assessment was given on Tuesday, January 31th 2017. The test consisted of English speaking test that should be presented in front of the class one by one. The test was given to 32 students at 7th A grade students of SMP Negeri 43 North Bengkulu. After conducting the pre-assessment, the researcher concluded that students' speaking ability were low, with the following chart for more detail:

Figure 4.1
The Students' Percentage Score of Scoring in Pre-assessment
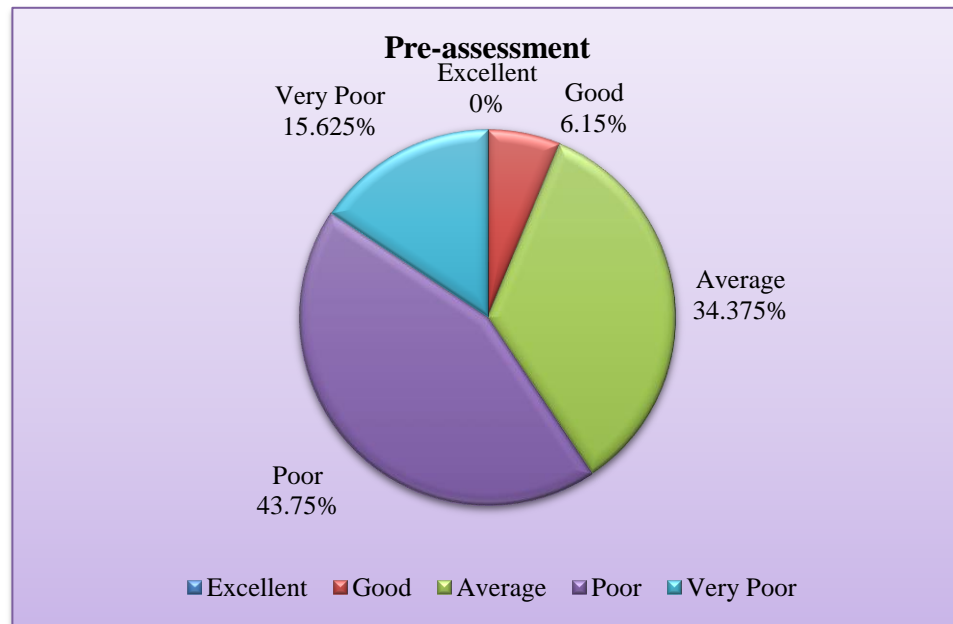
Based on chart 4.1 above, students' abilities in speaking were very low and students' scores which were in the category of very poor and poor (see table 4.1) above for more detail. Then, from the result, the researcher should improve the students' speaking ability by using Board Game. So that's why, the students' speaking ability achievement would be better and their motivation would increase in practicing English speaking ability orally.

Based on the data, the researcher got the result of students score distribution as follow:

Table 4.1
The Score Distribution on Pre-Assessment

Score Interval	Category	Pre-Assessment	
		Frequency	**Percentage**
80 – 100	**Excellent**	**0**	**0.00%**
70 – 79	Good	2	6.15%
60 – 69	Average	11	34.375%
50 – 59	Poor	14	43.75%
< 49	Very Poor	5	15.625%
Total		**32**	**100 %**

Based on the table data, it showed the calculation of students score in pre-assessment that the highest score 72 and the lowest score was 32. The result of pre-assessment showed by the students' speaking ability achievement consisted of 15.625% (achieved by 5 students) very poor. While, the students were 43.75% (achieved by 14 students) poor, 34.375% (achieved by 11 students) was average, and just 6.15% (achieved by 2 students) was good in their speaking ability. And there were not students that have excellent for English speaking skill on pre-assessment.

Furthermore, from the pre-assessment result, the researcher found that there were problems with strategy of learning that make the students difficult to understand of material learning English. And the researcher felt that, it needed Board Game to improve the students' speaking ability.

2. The Implementation of Cycle 1

     Cycle 1 was conducted on February 1th till 8th 2017. In this cycle, the researcher applied the teaching reading speaking ability by using Board Game. The researcher was helped by collaborator. This cycle was consisted of four steps: planning, implementation of action, observation, and reflection.

  a. Planning

     All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, speaking test, observation checklists, and also documentation. Then if we talk about the lesson plan and the learning material, they had been designed based on the curriculum and school's syllabus. And test had been designed to see the improvement of students' speaking ability. Furthermore, field notes and documentation also had been designed based on the indicators and learning strategy used in this research.

  b. Implementing

     After preparing English teaching material and the instrument, it has been used in cycle 1, the researcher conducted the cycle February 1th till 8th 2017. In this cycle, there was a kind of introduction cycle and there were meetings of the teaching and learning process in this research, the researcher had to socialize the Board Game to the students so that they became familiar with this game.

Additionally, the researcher as the teacher gave a first greeted to the students and checks their attendance class. After that ask some questions that related with the topic. And there was no introduced because we have known each other before.

Moreover, the teacher would apply the Board Game at the classroom. The following was the detail implementation of Speaking Board Game. Based on lesson plan of cycle 1, the researcher divided the action in giving the material of teaching speaking into three steps they were: pre-activities, while-activities, and post-activities.

1) Pre-teaching : a). Teacher starts the lesson by greeting and saying a prayer. b) Teacher checks the students` attendance. c) Teacher introduces the topic of what they are going to learn today.

2) Whilst teaching

Presentation : a) Students listen to the model of expressions by playing a video. b) Students identify the expressions by completing some sentences related to the conversation in the video. c)Students identify other ways to make a request. d) Students listen to the model of pronunciation and repeating.

Practice : a) Students find the Indonesian equivalent of some words. b) Students make requests based on the pictures. c) Students complete a dialogue using the expressions. d) Students practice the

use of expressions by making a short conversation based on the situation.

Production: Students use of expressions through playing board games.

3) Post-teaching : a) Teacher gives feedback. b) Students and teacher take a conclusion of what they are learning today. c) Teacher ends the lesson by saying a prayer.

c. Observation

Beside the researcher taught the material to students, the researcher also did the observation and monitoring during the process of action with collaborator (the English teacher of SMP Negeri 43 North Bengkulu). And to get the data, the researcher took the result of the test condition (pre-assessment). By observation, the researcher saw there were some improvements that were showed by the students, such as they were some improvements that students gave question to the researcher if they did not know or confused about the material in learning.

d. Reflection

In this reflection section, the researcher tried to compare the result of pre-assessment and cycle 1. The reflection was very beneficial to analyze everything related to the students' improvement in their speaking ability. The information from this reflection section used by the researcher as the

reference for the next cycle so that the process of teaching and learning by using Board Game in the next cycle would be better than in cycle 1.

The result of cycle 1 (see appendix) for more detail and chart 4.2 below showed that there was improvement on the students' speaking ability compared to that showed in the pre-assessment. In other words, the students' speaking skill on this cycle was considered to be better than that in the pre-assessment. It could be seen from the improvement or the gain percentages in this cycle compared to the result of the pre-assessment. See following chart for more detail for the result of Cycle 1.

Figure 4.2
The Result of Cycle 1 in Five Categories
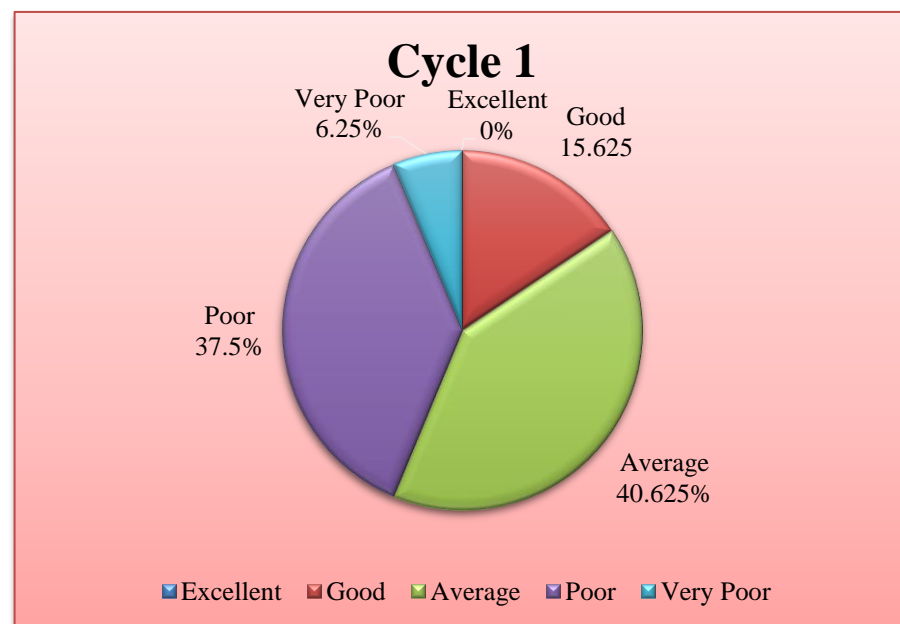
Furthermore, based on the result of cycle 1 the category of students'
scores in speaking ability consisted 0% (achieved by 0 student) got
excellent, 15.625% (achieved by 5 students) got good, 40. 625%
(achieved by 13 students) got average, 37.5% (achieved by 12 students)
got poor, and the last 6.25% (achieved by 2 students) got very poor.
However, the calculation showed that there was an improvement between
the pre-assessment and cycle 1. From the calculation, it showed only 5
students or 15. 625% of students were good and excellent category. It
means that the indicator of successful was not got. Thus, the researcher
concluded that next cycle would be held since the result of speaking test
in cycle 1 was not satisfied.

Table 4.2
The Score Distribution on Cycle 1

Score Interval	Category	Cycle 1	
		Frequency	Percentage
80 – 100	Excellent	0	0.00%
70 – 79	Good	5	15.625%
60 – 69	Average	13	40.625%
50 – 59	Poor	12	37.5%
< 49	Very Poor	2	6. 25%
Total		32	100 %

The result of students score in cycle 1 not satisfied. It meant that the study has not been successful yet. So, the research would be gone to cycle

3. The Implementation of Cycle 2

In this cycle was conducted on February 9th till 18th 2017. After seeing the result in cycle 1, the researcher prepared again the interested Board Game with suitable level to the students in speaking ability. The procedure of cycle 2 was done as follow:

a. Revised Plan

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, speaking test, observation checklists, also documentation. Then if we talk about the lesson plan and the learning material, they had been designed based on the curriculum and school's syllabus. And test had been designed to see the improvement of students' speaking ability. Furthermore, observation checklists and documentation also had been designed based on the indicators and learning technique used in this research.

b. Implementing

In this cycle, the researcher tried to give better efforts by maintaining than the previous cycle and paying more attention to the students' problems. The researcher explained again about how to produce good speaking in each component, that's pronunciation, fluency, accuracy,

vocabulary, and comprehension. The following was the detail implementation of Board Game. Based on lesson plan of cycle 2, the researcher divided the action in giving the material of teaching speaking into three steps they were: pre-activities, while-activities, and post-activities.

1) Pre-teaching : a) Teacher starts the lesson by greeting and saying a prayer. b) Teacher checks the students` attendance. c)Teacher introduces the topic of what they are going to learn today.

2) Whilst teaching

   Presentation : a) Students listen to the model of expressions by playing a video. b)Students identify the expressions by completing some sentences related to the conversation in the video. c) Students identify other ways to asking and giving opinion. d)Students listen to the model of pronunciation and repeating.

   Practice: a) Students find the Indonesian equivalent of some words. b) Students make requests based on the pictures. c) Students complete a dialogue using the expressions d) Students practice the use of expressions by making a short conversation based on the situation.

   Production : Students use of expressions through playing board games.

3) POST-TEACHING : a) Teacher gives feedback. b) Students and teacher take a conclusion of what they are learning today. c) Teacher ends the lesson by saying a prayer.

c. Observation

As long as process in cycle 2, the researcher and collaborator also did the observation. The researcher observed the students' activities in the classroom, especially in speaking activity. It was same in cycle 1. Through the observation of cycle 2, the researcher found many changes to the students speaking ability. All of the students have spirit and enthusiast with the lesson, they focused on the material, and they have bravely to ask with the researcher. The process teaching and learning in cycle 2 ran well, and the researcher saw that from their activities and their percentage.

d. Reflecting

As mentioned in the observation above, there were progresses of students in speaking ability that caused by the condition in the classroom and the students. It could be seen on the result of the cycle 2 and the result of the students' scores in comprehending the material.

The result of cycle 2 (see appendix) for more detail and chart 4.3 below showed that there were improvements on the students' speaking abilty compared to that showed in the cycle 1. In other words, the

students' speaking test on this cycle was better than in the cycle 1. It could be seen from the improvement or the gain percentages in this cycle compared to the result of the cycle 2 and 1. See following chart for more detail:

Figure 4.3

The Result of Cycle 2 in Five Categories
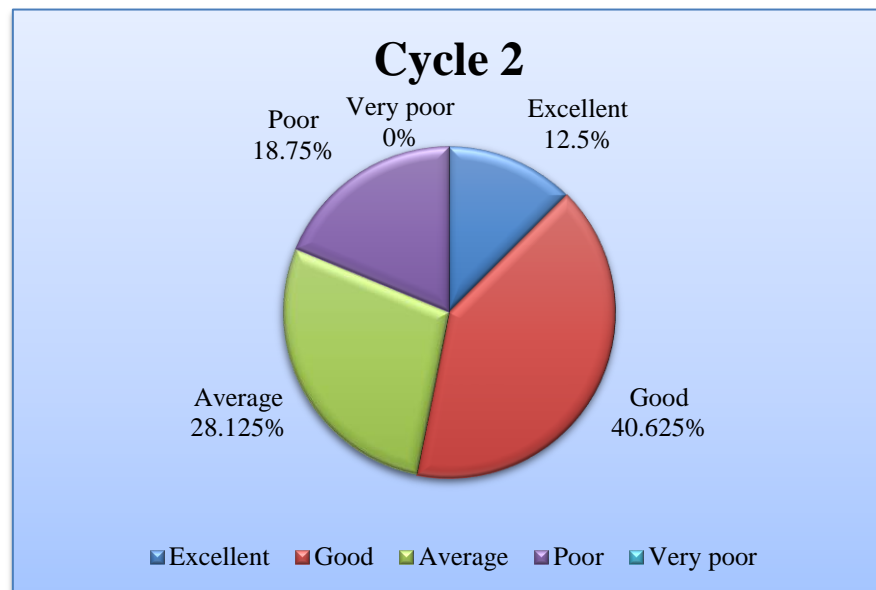
Meanwhile, based on the result of cycle 2 the category of students' scores in speaking ability consisted 12.5% (achieved by 4 students) got excellent, 40.625% (achieved by 13 students) got good, 28.125% (achieved by 9 students) got average, 18.75% (achieved by 6 students) got poor, and the last 0% (achieved by 0 students) got very poor. From the calculation, it showed only 17 students or 53.125% of students

were good and excellent category. It means that the indicator of successful did not get. Thus, the researcher concluded that next cycle would be held since the result of speaking test in cycle 2 was not satisfied and success.

Table 4.3
The Score Distribution on Cycle 2

Score Interval	Category	Cycle 2	
		Frequency	Percentage
80 – 100	Excellent	4	12.5%
70 – 79	Good	13	40.625%
60 – 69	Average	9	28.125%
50 – 59	Poor	6	18.75%
< 49	Very Poor	0	0.00%
Total		32	100 %

The result of students score in cycle 2 not satisfied. So the researcher conducted the next cycle with some improvement for the best result.

In this cycle many student was still low in accuracy and pronunciation criteria, and some of them had problem in fluency criteria. It was diffiult for them speak in good grammar and correct structure. They were also hard in pronunce several word which have

complicated spelling and consisst more than one syllable. Hance, the resercher treated the students by presented the material that related the topic before implement the board game based on the problem that they faced. The researcher stress on the teaching pronunciation by present them audio record of native speaker and taught them English grammar. Then, the researcher instucted the students pronunce several word and tried to expressed some English speaking expression based on the topic together. The last, before the reseracher invited the students to play board game, they had to practice in front of the class to achieve maximal goal.

4. The Implementation of Cycle 3

In this cycle was conducted on February 20th till 25th 2017. After seeing the result in cycle 2, the researcher prepared again the interested Board Game with suitable level to the students in speaking ability. The procedure of cycle 3 was done as follow:

a. Revised Plan

This step was based on the reflection of the previous cycle. The researcher had made some revised in the cycle 3 which helped by the collaborator. The researcher prepared the lesson plan about expressing like and dislike. The materials were taken from the student's lesson book. The researcher also prepared the speaking test for the students after the

Board Game was implemented to see the students' improvement inspeaking ability. The learning material and lesson plan of this research had been designed based on the curriculum of the school, syllabus and result from the previous cycle. Observation checklist also had been designed based on the learning strategy of this research.

b. Implementing

In this cycle, the researcher tried to give better efforts by maintaining than the previous cycle and paying more attention to the students' problems. The researcher explained again about how to procedure using Board Game in teaching speaking skill in the classroom. The following was the detail implementation of Board Game. Based on lesson plan of cycle 3, the researcher divided the action in giving the material of teaching reading into three steps they were: pre-activities, while-activities, and post-activities.

1) PRE-TEACHING: a). Teacher starts the lesson by greeting and saying a prayer. b)Teacher checks the students` attendance. c) Teacher introduces the topic of what they are going to learn today

2) WHILST TEACHING

Presentation: a) Students listen to the model of expressions by playing a video. b)Students identify the expressions by completing some sentences related to the conversation in the video. c) Students

identify other ways to express like and dislike. d) Students listen to the model of pronunciation and repeating.

Practice : a) Students find the Indonesian equivalent of some words. b) Students make requests based on the pictures. c) Students complete a dialogue using the expressions. d)Students practice the use of expressions by making a short conversation based on the situation.

Production: Students use of expressions through playing board games.

3) POST-TEACHING : a) Teacher gives feedback. b)Students and teacher take a conclusion of what they are learning today. c)Teacher ends the lesson by saying a prayer.

c. Observation

As long as process in cycle 3, the researcher and collaborator also did the observation. The researcher observed the students' activity in the classroom, especially in speaking aspect. It was same in cycle 2. Through the observation of cycle 3, the researcher found many changes to the students' speaking ability. All of the students have spirit and enthusiast with the lesson, they focused on the material, and they have bravely to ask with the researcher. The process teaching and learning in cycle 3 ran

well, and the researcher saw that from their activities and their percentage.

d. Reflecting

As mentioned in the observation above, there were progresses of students in speaking ability that caused by the condition in the classroom and the students. It could be seen on the result of the cycle 3 and the result of the students' scores in comprehending the materials.

The result of cycle 3 (see appendix) for more detail and chart 4.4 below showed that there were improvements on the students' speaking ability compared to that showed in the cycle 2. In other words, the students' speaking ability on this cycle was better than the cycle 2. It could be seen from the improvement or the gain percentages in this cycle compared to the result of the cycle 3 and 2. See following chart for more detail:

Figure 4.4
The Result of Cycle 3 in Five Categories
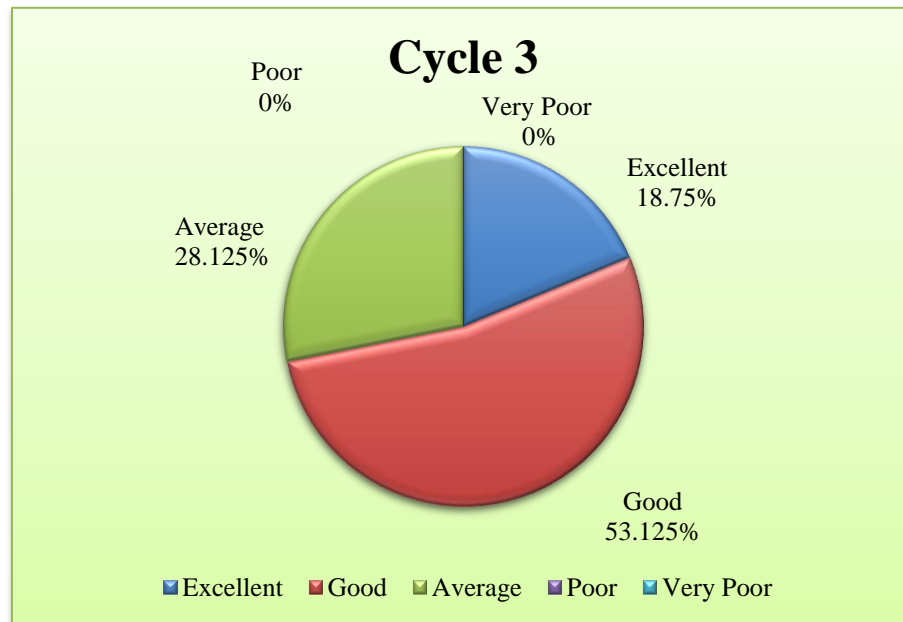
Meanwhile, based on the result of cycle 3 the category of students'
scores in speaking skill consisted 18.75% (achieved by 6 students) got
excellent, 53.125% (achieved by 17 students) got good, 28.125%
(achieved by 9 students) got average, 0% (achieved by 0 students) got
poor, and the last 0% (achieved by 0 students) got very poor. However,
the calculation showed that there was an improvement between the
percentage pre-assessment, cycle 1, cycle 2, and cycle 3. From the
calculation, it showed that 23 students or 71.875% of students were good
and excellent category. It means that the indicator of successful was got.

Table 4.4
The Score Distribution on Cycle 3

Score Interval	Category	Cycle 3	
		Frequency	Percentage
80 – 100	Excellent	6	18.75%
70 – 79	Good	17	53.125%
60 – 69	Average	9	28.125%
50 – 59	Poor	0	0.00%
< 49	Very Poor	0	0.00%
Total		32	100 %

Meanwhile, based on table 4.3 above, none of students got very poor and poor category. Moreover, the students got excellent 18.75%, got good 53.125% and students got average 28.125%. The researcher can conclude that the students' speaking score had 71.875% students got score 70 upper. So, the researcher decided to stop this research until in this cycle.

5. Data Analysis

Based on the data analysis above, the researcher found that the results of this research have answered the research question, that is Board Game can improve students' speaking ability. The exact result in each cycle could be seen on the following table:

Table 4.5
The Percentage of Students' Ability in Each Cycle

Cycle	Excellent	Good	Average	Poor	Very Poor
Pre-Test	0%	2 Students (6. 25%)	11 Students (34.37%)	14 Students (43.75%)	5 students (15.62%)
Cycle 1	0%	5 Students (15.62%)	13 Students (40.62%)	12 students (37.5%)	2 students (6. 25%)
Cycle 2	4 Students (12.5%)	13 Students (40.62%)	9 Students (28.125 %)	6 students (18.75%)	0%
Cycle 3	6 students (18.75%)	17 students (53.12%)	9 students (28.12%)	0%	0%

Based on the table above, the result of students' speaking ability score had significantly improved. First, the pre-test calculated that the students got poor score where consist of 0% excellent, 6. 25% Good (achieved by 2 students), 34.375% average (achieved by 11 students), 43.75% Poor (achieved by 14 students), and 15.627% very poor (achieved by 5 students). Second, cycle 1 calculated that the students got average score which consist of 0% excellent, 15.62% Good (achieved by 5 students), 40.625% average (achieved by 13 students), 37.5% Poor (achieved by 12 students), and 6.25% very poor (achieved by 2 students). Third, cycle 2 calculated that the students got average score too which consist of 12.5% excellent (achieved by 4 students),

40.625% Good (achieved by 13 students), 28.125% average (achieved by 9 students), 18.75% poor (achieved by 6 students), and 0% very poor. The fourth, cycle 3 calculated that the students got good score which consist of 18.75% excellent (achieved by 6 students), 53.125% good (achieved by 17 students), 28.125% average (achieved by 9 students), 0% poor and 0% very poor. These results was clear that there was improvement on students' ability in speaking by Board Game at seventh grade A of SMP Negeri 43 North Bengkulu academic year 2016/2017. On the other word, the treatment in cycles had improved significantly to the students'speaking skill. It could be seen clearly in the following chart:

Figure 4.5
The Students' Mean Score in Pre-Assessment, Cycle 1,
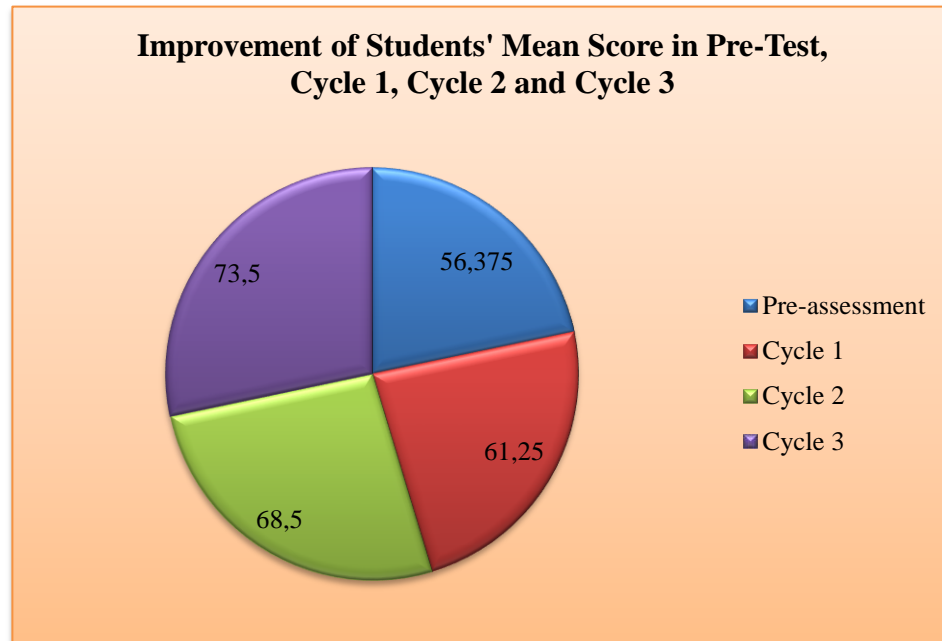**Cycle 2 and Cycle 3**
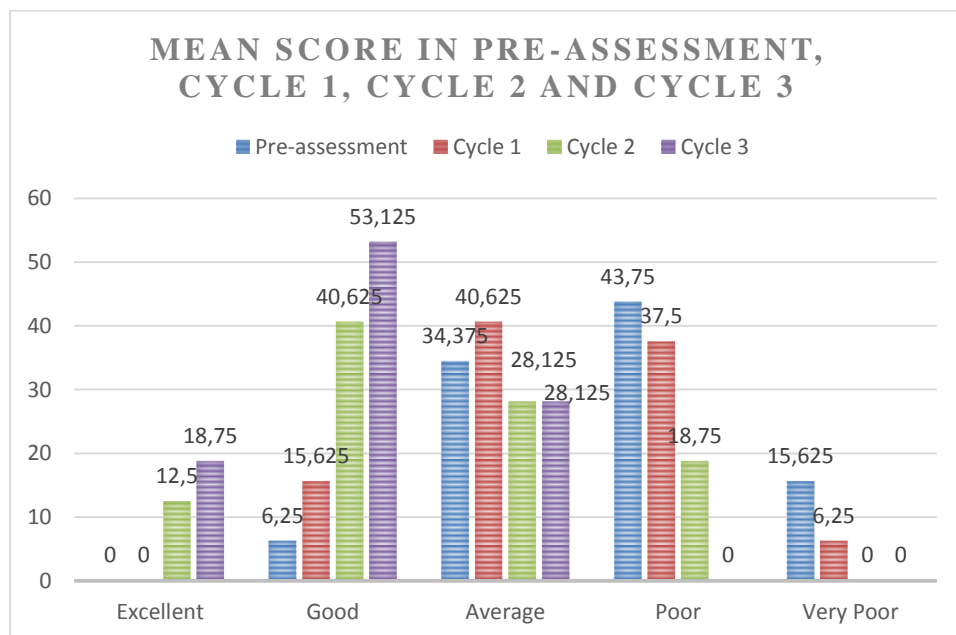
From the chart, it can be seen that there were significant improvement between the result in pre-test, cycle 1, cycle 2, and cycle 3. Based on the test result, there were 0% or no students got excellent category in pre-test, 0% or no students in cycle 1, 12.5% or 4 students in cycle 2, and 18.75% or 6 students in cycle 3. Then, 6.25% or 2 students got good category in pre-test, 15.65% or 5 students in cycle 1, 40.625% or 13 students got good category in cycle 2, and increased into 53.125% or 17 students in cycle 3. After that, 34.375% or 11 students got average category in pre-test, 40.625% or 13 students in cycle 1, 28,125% or 9 students got average in cycle 2, also 28.125% or 9 students in cycle 3. Next, 43.75% or 14 students for poor category in pre-test, 37.5% or 12 students in cycle 1, 18.75% or only 6 students in cycle 2, and decreased into 0% or no student in cycle 3. The last, 15,625% or 5 students got very poor category in pre-test, 6,25% or 2 students in cycle 1, and getting decreased into 0% in cycle 2 and 3. In sum, the researcher concluded that the research should be ended in cycle 3 since the result of students' speaking ability had been satisfied and could reached the indicator of success.

6. Interpretation of Data

The result of this research was compared to some theories and ideas explained in chapter 2. The improvement of students' mean score in pre-test, cycle 1 and 2 was significant. It could be seen clearly from the chart below:

Figure 4.6
The Improvement of Students' Mean Score Per-Aspects of Scoring in Pre-assessment, Cycle 1, Cycle 2 and Cycle 3

The students' mean score in pre-test is 56.375 increased into 61.25 in cycle 1 then increased into 68.5 in cycle 2, and significantly increased into 73.5 in cycle 3.

Based on the result of each cycles, Board Games did improvement on students' speaking ability. The result of this research was also similar to the result of some previous studies. First, the research conducted by Irma Nur Hidayati (2015) was similar to the result of this research which also proved that the students' writing ability could be achieved by using Board Game

technique.[61] Then, by using board game technique, the students finally realized that speaking is not difficult. Therefore, it can be concluded that board game can improve students' speaking ability.

Second, the result of this research was also similar to the research conducted by Rahmawati (2012) 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.[62] The research findings show that there are improvements of students' speaking skills after using board games.

Furthermore, Lilly Metom, Amelia Alfred Tom, and Saira Joe from Universiti Teknologi Mara, Sarawak Campus, Malaysia, in 2013 also prooved board games as a fun way to improve students' engagement and grammar mastery.[63] They found that students' motivation in learning improved after the implementation of the board games. The games were proofed to be effective in providing learners an entertaining and relaxing atmosphere which leads to the reducing anxiety and stress in the learning of grammar.

Finally, from the discussion above, the researcher conclude that using Board Game was effective to improve students' English speaking ability and

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[61] Irma Nur Hidayati. *2015. Improving English Writing Skills Through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015*. Yogyakarta State University.

[62] Ika Nur Rahmawati. 2012. *Improving the Fourth Grade Students' Speaking Skill Through Board Games at SD Muhammadiyah Pepe Bantul Yogyakarta :* Yogyakarta State University.

[63] Amelia A. Tom, Lilly Metom, Saira Joe. 2013. *Mind Your Grammar! – Learning English Grammar the Fun Way*. Universiti Teknologi Mara, Sarawak Campus, Malaysia

it could help students and the teacher resolve their problems in speaking class such as lack of idea and vocabularies, increase student's interest and motivation, also facilitated the students to be creative and being attractive in teaching and learning process. Furthermore, it is relate with Chang and Cogswell theory which mention that using board game in the language clasroom is an effective, low anxiety, and fun way for students to learn and practice coomunication skills as well as develop their communication strategies that can be readily applied to the real world.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and discussion that had been explained in the previous chapter, the researcher concluded that the usage of board game in teaching and learning speaking was effective to improve the students' ability in speaking itself. It also could decrease students' problems in English speaking, such as lack of vocabulary and idea, and difficulties in pronouncing some words. In the other hand, teaching English speaking skill by using this game could also make students more active to speak, improved the students' fluency, accuracy, pronunciation, vocabulary, and made the students able to use the expressions correctly in their learning process. Therefore, it was appropriate to be applied in teaching speaking skill at SMP Negeri 43 Bengkulu Utara.

B. SUGGESTION

After conducting the research, the researcher gives several recommendations for the English teacher, the students, and other researchers.

1. For the English Teacher

    It is suggested to English teacher, especially in the speaking activities to build a comfortable atmosphere and encourage the students to speak

English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students speaking even they have mistakes without any interruption (i.e. giving feedback or correction). While in the activities which work on accuracy, teacher may give feedback or correction to the students' mistakes directly or indirectly. In the speaking activities teacher should properly give the students model of language as the input, which was in the spoken form. After presenting the model of language teacher should also provide adequate practices before going to the production stage. In applying speaking activities teacher should consider which activities that engage the students' participation and give the students more chance to speak. Games are the example of activities which attract the students and engage them to speak up.

2. For the Students

In English lessons, it is suggested that students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to pay attention to their performance, so they can speak more accurately.

3. For Other Researchers

It is suggested for other researchers who will conduct the similar research to improve and explore other kinds of teaching speaking techniques. If they will use board games to improve speaking skills, it is suggested to vary the topics and make the board games in more professional and sophisticated form, for example making them in 3D version with complicated routes to make them more attracting and challenging. To conduct research which focused on other language skills, board games can be adapted to other English teaching materials.

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