

# Board Game: Does it Boost Junior High School Students' Speaking Skill

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# INTRODUCTION

- (Khairunnisah, 2023) State that English has become a very important necessity in cross-national communication, so that people need to master all English skills to be able to interact effectively with others around the world. Among those skills, speaking ability is one of the most important ones to support oral communication. Therefore, schools need to provide the best opportunities for student's to achieve a certain level of English proficiency.
- (Sari et al. 2020) State that Teaching speaking skills is not a simple task. Some of the common problems that learners often face in oral test, inability to speak fluently, and fear of being belittled for making mistakes. Therefore, it is imperative for every English teacher to understand student's needs and identify their learning outcomes on every speaking task given in class. This approach is believed to help teacher's achieve success in the classroom learning process

# INTRODUCTION

- (Tulloh et al,2023)State thatThe use of games in teaching can create communicative activities as well being an effective tool in language learning. Based on this statement, games can be considered as an appropriate strategy for teaching student's, especially in teaching speaking skills. Game-based learning is a method in wich teacher's utilize games as learning media to help student's understand the material more easily and enjoyably. This strategy not only increases learning interest, but also support's the natural development of student's communication skills.
- (Suri, 2022) State that board game is valuable tools for practicing concepts, principles, and models discussed during training. Designed to be engaging, the game actively involve participants through case study cards, requiring them to solve problems and make decisions. (Wang, 2022) State that Board game are effective for increasing students' interest and focus by creating a fun learning atmosphere. They encourage foreign language practice and provide a meaningful learning experience benefiting both teachers and students.

# RESEARCH GAP

- (Y. Wang, 2022)

Board game are effective for increasing students' interest and focus by creating a fun learning atmosphere. They encourage foreign language practice and provide a meaningful learning experience benefiting both teachers and students.

- (Sari, and E. Wulandari, 1994)

Research shows that board games increase sel-confidence, support natural interaction and develop students speaking skills effectively. In addition, board games build students confidence while encouraging them to communicate actively and cooperate effectively.

- (M. D. Zuhri and K. Kusyairi, 2020)

Board game can serve as an effective learning device to increase students' interest in learning. With a playful approach, board games can help students' stay focused without feeling pressured or forced to learn. In addition, the game is a useful device for teacher's to create an interactive learning atmosphere, while providing a more interesting and meaningful learning experience for students'.

# RESEARCH QUESTIONS

Does board game affect the seventh grade students' speaking skill?

# RESEARCH METHOD

- The research used a Quantitative Pre-Experimental design
- Research Setting : The population of this study was grade seventh students junior high school in Porong . The research sample was selected from the population to represent the characteristics in accordance with the research objectives. The research was planned to conducted in January to February. with the selection of the research location based on the suitability of the criteria, namely the relevant learning environment and the use of up-to-date learning media.
- Data Collection Technique : Pre-Test, Treatment, and Post-Test
- Data Analysis : Paired sample T-test and SPSS

# Data Collection

## Pre-Test

The research uses a pre-test to gather data. Students are asked to choose a simple present tense theme, such as daily routine or habits. Researchers give them 10 minutes to prepare a description, and after that, they must describe the theme in front of the class without using text or notes.

## Treatment

The researchers plan to conduct a study on students using a board game, teaching them simple present tense learning material, correct sentence creation, effective speaking techniques, and allowing them to write and describe sentences using simple present tense in front of the class. This approach will ensure the students are well-prepared for the study and can effectively communicate with their peers.

## Post-Test

Researchers will conduct tests on students, including writing simple present tense paragraphs, examining sentences in simple present tense describing daily activities and having them describe their writing in front of the class.

# Data Analysis

In the data analysis section, researchers collected data from the test results given to seventh grade students. The data is in the form of pre-test and post-test scores to see students' speaking skill before and after learning. In addition, researchers also used observation sheets to record activities during the learning process. After all the data were collected, the researchers compared the pre-test and post-test scores to find out whether there was an improvement in students' speaking skill. Data analysis was conducted with the help of the SPSS program using the Wilcoxon test. The aspects assessed in the speaking test include content suitability to the theme, grammar, vocabulary, comprehension, fluency, and pronunciation.



# Normality Test

Table 3. Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.180	23	.053	.936	23	.150
Post-Test	.174	23	.070	.927	23	.094

Based on Table 3, the results of the normality test using the Shapiro-Wilk method show that the significance value for the Pre-test is 0.150 and for the Post-test is 0.094. Since both values are greater than 0.05, the data is considered normally distributed. This means that this data can be analyzed using parametric statistical tests such as the Paired Samples T-test. These results indicate that the data are suitable for use and support the validity of the research.

# Hypothesis Test

(H0): Board game media does not affect the improvement of students' speaking skill in learning English.

(H1): Board game media affect the improvement of students' speaking skill in learning English.

Table 4. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
					Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	Pre-test - Post-Test	-14.609	4.727	.986	-16.653	-12.565	-14.823	22	.000

Based on the results of the Paired Samples T-test in Table 4, there is a significant difference between the pre-test and post-test scores. The mean difference is -14.609, with a standard deviation of 4.727 and a standard error of 0.986. The calculated value is -14.823 with degrees of freedom (df) 22. The significance value (Sig. 2-tailed) is 0.000, which is smaller than the significant limit of 0.05, so the difference is considered significant. In addition, the 95% confidence interval range is between -16.653 and -12.565, which indicates that the post-test results are consistently higher than the pre-test.

# Result

This research aims to determine whether the use of board game media can improve students' speaking skill. The results of the research in one of the junior high schools in Porong showed that the use of board games significantly improved students' speaking skill, with a significance value of 0.000 ( $<0.05$ ). All 23 students' experienced an increase in scores from pre-test to post-test. Based on these results, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected, which means that board games have a positive influence on students' speaking skill in English.

# Discussion

- This research is supported by Agnesia's research [16], students' interest in learning English, particularly in speaking skills, can be boosted by using board game-based learning techniques. This game helps students' practice pronouncing English words correctly, fostering involvement in the learning process and helps them develop their capacity to voice their thoughts. Students' may be able to develop a more productive mentality and learning style by using this approach. Teachers can use this method to help pupils better understand topics and boost their motivation to learn the material. Board games therefore have the ability to make studying more enjoyable, help teachers determine a conducive learning environment, and help students feel more at comfortable.
- This research is supported by Kasyulita's [18], states one of the learning benefits of board game is that they may increase students' enthusiasm in learning English. They are enjoyable and inspire pupils to engage with one another and investigate their surroundings. In the beginning, board game offer a physical reason to utilize the target language, which increases student motivation and adds variation to the learning process. Second, the cheerful tone of the game provides a setting that makes the study participants' use of the foreign language relevant and meaningful.

# Discussion

- This research is supported by Putri's [20], the findings demonstrated that using board game can help students become more proficient speakers. According to the researchers, playing board game can help with vocabulary, fluency, grammar, and pronunciation, among other speaking-related skills. Students' speaking skills, particularly their pronunciation, improved when the game was used in line with the learning objectives in this study. When the results of the pretest and posttest are compared, it is evident that the posttest's average score for each speaking component is higher than the pretest's. Thus, it can be said that board game are a useful tool for helping students in developing their speaking abilities.

# Conclusion

The results showed that the use of board game media can improve the speaking skill of junior high school students'. After being given treatment using board game, students' speaking skill improved significantly based on the pre-test and post-test results. The improvement occurred in the aspects of vocabulary, grammar, comprehension, fluency, and pronunciation. Board game also make learning more fun, increase students' confidence, and reduce anxiety while learning. Therefore, board games can be an effective and interesting method in teaching English speaking skill.

# Documentation



**Pre-Test**

**Treatment**





# Documentation



**Post-Test**