

THE EFFECT OF USING BOARD GAMES ON STUDENTS' SPEAKING ABILITY AT EIGHTH GRADE STUDENT JUNIOR HIGH SCHOOL

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ABSTRACT

The objective of this study is to find the effect of using board games on students' speaking ability. The research was a pre-experimental with one group pretest and post-test design. The total of population was 49 students of the eighth grades student junior high school in Batam. There were 29 student selected as the sample. The sample was selected using a simple random sampling technique. The researcher collected the data using speaking test that was applied as a pretest and posttest. The data were then calculated using a computer program, SPSS 20. For the normality test, the researcher took the results according to Shapiro-Wilk. The result showed whether the data was normally distributed. To determine the effect of using board games on students' speaking ability, the researcher analyzed the scores of the pretest and posttest, using the paired-sample T-test, and took the significant value of sig. (2-tailed) from the calculated result using SPSS 20. The results showed that the significant value sig. (2-tailed) was smaller than 0.05 = (0.000 < 0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis of this study is accepted. In conclusion, there is a significant effect of using board games on students' speaking ability.

Keywords: *effect, board games and speaking ability.*

INTRODUCTION

In this modern era, many people around the world use English to communicate. English is used throughout the world and has achieved global language status (Rao 2019). He added studying English as a foreign language is not only for educational purposes it also for business, political, and social purpose. To communicate effectively using English, the students must learn and develop proficiency in four language skill, namely: listening. Speaking, reading and writing. Each of skill plays a crucial role in the process of learning English.

Among four skills, speaking is one most important skill to acquire when learning English. Speaking skill is important because people will convey information faster than writing. Speaking skill is crucial for the students seeking to enhance their career, self-confidence, secure better job opportunities and many ways (Rao, 2019).

Speaking is in important ways for students to practice their comprehension skill, way of thinking, express their idea and how to pronounce the words well. There are five component of speaking that must be learnt by the students to help them easy in communication by using English. Harris (1969) classified components generally recognized in analyzes of the speech process:

a) Pronunciation

Pronunciation is more than the precise enunciation of individual vowel and consonant sounds; it includes broader dimensions of spoken language, such as speech, tone, pausing pattern intonation, and even the use of our whole bodies as complementary tools for getting spoken messages across (Nunan, 2003).

b) Grammar

Grammar is generally considered as a set of rules that determine the correct indication of words at the sentence level. Understanding grammar is crucial for effective communication, as it provides the framework for conveying meaning clearly and accurately in both spoken and written forms (Nunan, 2003).

c) Vocabulary

Homby in Putra (2016:182), vocabulary is defined in three ways: the number of words with their combination rules; the range of words a person knows; and a list of words and their translations. Nunan (2003) also cited in Putra, defined vocabulary in three ways: multi-word units, word groups, and core meanings. Based the diverse perspectives on vocabulary, for students and educators, building a strong vocabulary is fundamental to language proficiency and effective communication in both spoken and written contexts.

d) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few wavering or unnatural pauses, false starts, word searches, etc (Nunan, 2003).

e) Comprehension

Beside pronunciation, grammar, vocabulary, and fluency, comprehension should probably be added. For oral communication certainly requires a subject to speech as well as start it. Brown (2003), cited in Pamula (2020), comprehension in speaking is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language to express meaning, so that other people can understand of them and it can be directly and empirically observe.

Safitriani and Jayadi (2011), speaking is basically a process of communication with the sound produced by the human speech apparatus in which messages are sent starting with one source to another. Speaking is an essential tool for communicating. Fulcher (2003) stated that speaking is the verbal use of language to communicate with others. Speaking is a productive aural/oral skill; it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003).

Based on the definitions provided by the expert on speaking, the following conclusion can be drawn: speaking plays an essential part in human communication and language learning, enabling individuals to effectively convey messages, interact with others, and navigate various social and professional situations Speaking is an important way for students to practice their comprehension skills, ways of thinking, expressing ideas, and how to spell words well. When learning English, speaking is considered the most difficult skill for most students.

There are several difficulties that students faced when speaking English. First, some students have difficulty expressing their ideas, even though they already understand the material. Students say that they have difficulty arranging words into correct sentences. As a result, students are very passive and only listen to the teacher's explanation. Second, researcher found that students had the opportunity to speak when the teacher asked them to answer questions, but they were not confident or embarrassed because they made pronunciation errors. Students' lack of speaking practice

in class causes them to have difficulty mastering pronunciation. Even when the teacher asks to practice dialogue, students rarely have the initiative to come to the front of the class for the first time.

To make the students wants to speaking more in the class and also help the students to more interest speaking in English, the teacher must creative in create the media in the classroom. Games have the potential to make students more interested and willing to speak English. Wright et al., (2006) Games can be helpful in the teaching and learning process. A game is an activity that is entertaining and engaging, often challenging, in which the learners play and usually interact with others.

Playing games is one way to attract students' interest in learning. Playing games can make students feel happier and boost their confidence in speaking English. There are numerous games that can be utilized to enhance speaking skills movement games, card games, board games, dice games, drawing games, guessing games, role play games, and word games (Lewis & Bedson, 1999).

The concept of using board games to develop and refine educational skills is not new. A number of schools have successfully incorporated board games into the teaching and learning process (Hinebaugh, 2009). He lays out the guiding principles that use to define board games: the first classification is that game has to be popular. It means it is widely sold and known across all generations and regions. And games must be easy to play is the second classified.

Board games are an important media to provide hands-on and heads-on skill and knowledge development for people of all ages and all subjects (Treher, 2011). She also said that not only do well design games create an engaging atmosphere, also provide a non-threatening, energetic, yet competitive environment in which the focus on content and reinforce and apply learning. Besides that, El-Shamy (2001) stated that board games are an excellent means of rehearsing and refining participant knowledge of concepts and principles.

Kalmpourtzis (2019), board games usually play on desks or flat surface and feature environment where players need to manipulated pieces and different objects over a defined area, called the board. In playing board game the players may compete against each other, cooperate to achieve common goals. The teacher can adapt the board games in teaching and learning process. This statement support by Scrivener (2011) stated that many commercial board games lead to engaging speaking activities. He also stated a blank board game template is very useful, and this game can be designed to match the learning material used. Playing board game can motivate students to communicate, participate, and interact actively. So many board games can use in teaching learning process like Monopoly, snake and ladder, candy land, scrabble, jenga, dice game and etc.

Each of game has the steps and rules that must be followed by the players. There are steps to playing jenga, according to Dorer (2013), cited from (Prayogo, 2015):

- 1) To start a game of jenga, build an 18-story block arrangement. Each level consists of 3 blocks that cross each level.
- 2) The first player takes 1 block from the arrangement, but cannot take the top one.
- 3) Players are only allowed to use one hand. If the block touched has moved, the player is prohibited from touching another block, and so on until the next player.
- 4) The game ends if the block arrangement falls or collapses.

METHODOLOGY

Experimental design was applied in this research. Experimental research methods are part of quantitative methods, which are defined as research methods used to look for the effect of certain treatments on others (Sugiyono, 2015). In this study the researcher used pre-experimental design with one-group pretest and post-test. The population of this study is eighth grade at one junior high school in Batam in Academic Year 2024/2025, with the total students is 49 students. The samples of this study consist of two classes with the total 29 students.

Table 1.

Samples of this research

No	Sample	Number of the Sample (students)
1	Class VIII B	12 students
2	Class VIII C	17 students
3	Total	29 students

In this research, the researcher chosen to use simple random sampling simple random sampling is one of the sample determination techniques from probability sampling. The probability sampling is a sampling technique that provides equal opportunities for each element of the population to be selected as a member of a junior high school (Sugiyono, 2015).

Technique of Analyzing Data

a. Validity test

The validity test that used in this research is content validity. Content validity means the accuracy of a test in terms of the content of the test (Sitoyo & Sodik, 2015). A learning outcomes test can be said to be valid if the test material is truly the material that has been studied.

b. Normality test

Nugroho et al., (2023) describe a normality test as a procedure to ascertain whether the data originates from a normally distributed population. The researcher conducted a normality test to prove whether the data had a normal distribution or not. If the sig. value exceeds 0.05, it indicates a normal distribution of the data Sukarelawan et al., (2024). The researcher used Shapiro-Wilk to measure the normality of the data. For data analysis, the researcher uses SPSS 20 to analyze normality.

c. Hypothesis Test

The researcher use T-test of Related. T-test of related is a statistical parameter used to test the comparative hypothesis of sample means if the data is in the form of a ratio interval and which uses a comparison plan before and after treatment (Anwar, 2009). To analyze the effect of board game to students' speaking ability in learning English, the researcher use T-test of Related. T-test paired related can be utilized where the same group measures votes on two

variances, or the same group measured on two conditions like pretest and post-test (Cohen et al., 2018). To test the hypothesis the researcher used the SPSS 20 with the analyze-compare mean-paired sample T-test.

d. Statistical Hypothesis

The hypothesis criteria will be use of this study:

1. If the sig. 2-tailed < 0.05, the Null Hypothesis (Ho) is rejected and Ha is accepted. There is significant effect of using board game on students speaking ability.
2. If the sig. 2-tailed > 0.05, the Null Hypothesis (Ho) is accepted and Ha is rejected. There is no significant effect of using board game on students' speaking ability.

RESULT/FINDINGS

After collecting the data, the researcher continued to test of normality and hypothesis about the data. Recapitulation of the data pretest and post-test can be seen in the table below:

Table 1.
Data Distribution

Categorize	Pretest	Post-test
N	29	29
Maximum	73	87
Minimum	20	47
Mean	47.69	65.14
Standard deviation	13.965	10.934
Total score (Σ)	1387	1887

Based on the data above reveals the 29 students score of eight grade students' junior high school. The sum of the pretest score is 1387 with an average 47.69 the lowest score for the pretest is 20 while the highest score is 73. In the post-test sum of score is 1887 with the average score 65.14 the lowest score is 47 and the highest score is 87. The data shows that the students' speaking ability increased both before and after the implementation of the board game treatment. However, we cannot declare these results effective until we conduct the t-test. The researcher proceeded to conduct a t-test to determine the results.

a. Normality Test

Table.2

Tests of Normality

Kolmogorov-Smirnov^a

Shapiro-Wilk

	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	.200	29	.004	.939	29	.094
posttest	.157	29	.067	.942	29	.110

a. Lilliefors Significance Correction

In the table above, there are 2 results, namely Kolmogorov-Smirnov and Shapiro-Wilk. For the normality test results in this study, the researcher used the results based on Shapiro-Wilk. If the amount of data used is less than 50, then the sig. value used is the value in the Shapiro-Wilk column (Sukarelawa et al., 2024). The result of Shapiro-Wilk on the table above, it can be seen the value of pre-test score has a significance value 0.094 and for the post-test score has a significance value 0.110, which is the both value is bigger than 0.05 with the degree of freedom 29. It can be conclude the distribution of pre-test and post-test is normal.

b. Hypothesis Test

In testing the hypothesis, the researcher used SPSS application to ensure the hypothesis result. Data represented on the table below:

Table 3.

Paired Sample T-test (pretest-post-test)		
Paired different		Value
Mean		-17.448
Std.Deviation		13.866
Std. Error Mean		2.575
95 % Confident Interval of Different	Lower	-22.722
	Upper	-12.174
T		-6.777
Df		28
Sig. 2-tailed		.000

The analysis above reveals a sig. (2-tailed) value of 0.000, smaller than 0.05, indicating a significant difference in students' speaking ability before and after treatment. Therefore it can be conclude that there is significance effect of using board game on students' speaking ability.

DISCUSSION

As mention earlier, the data were collected using instrument pretest and post-test to test the speaking ability of students. The T-test of related is used to test for a significant effect of using board game on students speaking ability. Data analysis shows that t_{count} is higher than t_{table} . ($0.000 > 0.05$), it means the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. According the result, it was found that there was any significant effect of using board game in student speaking ability of the eight grade students junior high school.

The finding of this study supported and proved the statement by Wright et al., (2006:1), game is an activity that is entertaining and engaging, often challenging, in which the learners play and usually interact with others that a game is an entertaining and interesting activity that makes students wants to try to speak English. Using games in learning English can help increase students' enthusiasm because so many games involve the participation of students, making learning activities more active and fun. Jung (2005), cited in Taka (2019:76), stated that games make students more ready to ask questions and think creatively about how to use English to achieve the goal. During the game, students interact and communicate with each other, which facilitate easy and confident learning, thereby improving their speaking skill scores. By increasing speaking skill scores, students automatically improve their English skills as a foreign language.

In playing board games, players can compete with each other, work together to achieve a common goal. According to Faig (2020:8), board games are competitive games and cooperative games, in the first case, the emphasis is on winning or losing and can make players try their best to win and in the cooperative case, teamwork is emphasized. The effectiveness of using board game is supported by previous finding conducted by Ermasari (2018), she developed board game to improve vocabulary mastery at the eighth grade junior high school. The result showed that the students were interested in learning vocabulary used a board game. Since it is about vocabulary mastery, the researcher proved if the board game is also effective to apply for students' speaking ability.

Based on the theories and result of hypothesis testing, they strengthen the result that any significant effect of using board game in students' speaking ability at eighth grade students.

CONCLUSION

This research aimed was conducted to find out the significant different on students' speaking ability after applying a treatment and whether there is a significant effect of using board game on students' speaking ability. The researcher used the experimental design with one group pretest and post-test, this type of quantitative method. Subject of this study are 29 students' at eighth grade junior high school. Speaking test was applied in this research and administered by before and after giving treatment board game. The researcher assessed students' speaking with three criteria about, there is pronunciation, grammar and vocabulary.

To know the result the researcher used SPSS 20 application to test the hypothesis data. Based on what had been discussed, presented and analyzed in the researcher got the result: the average value of students' speaking ability before and after treatment differs, going from 47.69 to 65.14. For the hypothesis test, the SPSS test revealed a sig. (2-tailed) value of 0.000 lower than 0.05 levels, indicating a difference in the students' scores before and after the jenga board game treatment.

Based the result and connected with the statistical hypothesis, the null hypothesis (Ho) is rejected and alternative hypothesis is accepted. This means, there was any significant effect of using board games on students' speaking ability.

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