

**INCREASING STUDENTS' SPEAKING ABILITY THROUGH BOARD GAME AT  
THE EIGHTH GRADE OF SMP NEGERI 2 LAHEWA TIMUR IN 2022/2023**

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**ABSTRAK**

Berbicara merupakan salah satu keterampilan penting dalam pembelajaran bahasa. Hal ini diperlukan untuk berkomunikasi secara efektif dalam suatu bahasa. Ketika siswa berbicara dalam bahasa Inggris, mereka tidak mengembangkan keterampilan berbicara mereka karena kurangnya pengetahuan dalam berbicara. Oleh karena itu, untuk meminimalkan masalah berbicara siswa, peneliti menerapkan permainan papan sebagai media untuk meningkatkan kemampuan berbicara siswa. Tujuan penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa melalui Permainan Papan di kelas delapan SMP Negeri 2 Lahewa Timur yang jumlah siswanya sebanyak 20 orang. Penelitian ini dilakukan dengan menggunakan desain Penelitian Tindakan Kelas (PTK). Penelitian ini terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan oleh peneliti untuk mengumpulkan data adalah lembar observasi, tes, dan catatan lapangan. Dari hasil setiap siklus, peneliti menemukan bahwa siswa mengalami peningkatan dalam kemampuan berbicara melalui Permainan Papan. Pada pertemuan kedua siklus II, peneliti mendapatkan peningkatan pada siswa, sehingga secara keseluruhan siswa mencapai KKM (70).

**Kata Kunci:** Kemampuan Berbicara, Permainan Papan, Penelitian Tindakan Kelas



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**ABSTRACT**

*Speaking was one of the essential skills in language learning. It was necessary to communicate effectively in a language. When students speak English they do not explore their speaking skills because of a lack of knowledge in speaking. Therefore, to minimize students' speaking problems, the researcher apply board games as a medium to increase students' speaking ability. The purpose of the research is to increase the students' speaking ability through Board Game at the eighth grade of SMP Negeri 2 Lahewa Timur which the total numbers of the students was 20 persons. The research was conducted by using Classroom Action Research (CAR) design. This research was applied into two cycles. Each cycle consisted of planning, action, observation, and reflection. The instruments used by the researcher to collect the data were observation sheet, test and field note. From the result of each cycle, the researcher finds that the students get an improvement in their speaking through Board Game. At the second meeting of cycle II the researcher obtained an increase in students, that students overall reached MCC (70).*

**Keywords :** *Speaking Ability, Board Game, CAR*

## **INTRODUCTION**

Speaking was one of the essential skills in language learning. It was necessary to communicate effectively in a language. However, students often found it challenging to speak in a foreign language. Speaking meant able to communicate with other people, even to express perspectives and wishes or hopes, so as to achieve the desired goals. Speaking was a communication tool, in order to fulfilled human nature as social beings who needed to interact with fellow human beings who every time they want to share certain information in each of their activities. Students' communication skills were an aspect of teaching speaking, where students were taught to convey something that was considered important, besides being able to increase self-confidence through speaking students could also think critically, this could be an important aspect in achieving successful teaching and learning if language functions as a system. Therefore it was very important for students to improving the ability to speak in various topics, that they learned to communicate and various information, convey so as to achieve the expected goals.

According to Kohlbergs's et al (2022:346), speaking is the process of creating and exchanging meaning in a range of contexts utilizing both verbal and nonverbal signals. Speaking is also verbal language in spoken form. The Speaking ability or communicate in the target language accurately, fluently, and extensively is one of the language abilities that any learner of a foreign language must acquire. Moreover, according to Amiruddin et al (2022:346), by speaking, a student may express their ideas, suggestions, opinions, and interests. Speaking also increases their awareness of the outside world. A worldwide language is especially English. But English is also thought to be hard to learn. Speaking requires a variety of abilities, including pronunciation, sentence structure (grammar), and vocabulary.

Based on syllabus of 2013 curriculum that was used in SMP Negeri 2 Lahewa Timur, particularly in the eighth grade, there were four skills that students must have. One of those skills was speaking. The core competence of speaking understanding factual, conceptual and procedural knowledge based on curiosity about science, technology, art, culture, and events related to visible nature. While the basic competence is to compare social, active functions, and develop speaking learning skills, by being played in groups and could direct them to play competitively, cooperatively, and collaboratively. To achieve this syllabus target, schools had decided Minimum Competence Criterion (MCC) for English subjects, especially in class VIII, which is 70. In accordance with the core competencies and basic

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competencies of the syllabus above, the researcher hopes that students will be able to be active and creative in conveying information related to the intended purpose.

Based on the researcher's observation in class VIII of SMP Negeri 2 Lahewa Timur, which the researcher conducted in February the researcher came in the school to make observations, the researcher found a problem faced by students in the school, namely students in the school lacked ideas, students did not have ideas when asked to speak, so they did not know what they would talk about. In addition, the students were unmotivated and lost interest in learning. If the teaching and learning process is interesting, speaking in class can be a lot of fun, thus increasing students' motivation in learning. The next problem was that students did not had much time to practice English in the classroom, the lacked of vocabulary affects the way students speak, students found it difficult to pronounce things and students did not had the opportunity to speak. Next, students feel nervous and afraid of making mistakes when speaking English and finally, there was no interesting media in learning and teaching speaking in the classroom. There is no media that can help students to speak. The problem is caused by several factors, namely, first is an internal factor, where this comes from within the student, namely the lack of self-confidence, or insecurity and fear of speaking in English, the second is an external factor that comes from outside the student, namely the student's environment, such as teachers, friends and the environment around the student.

Based on the problem above, the researcher conducted a study with the title "Increasing Students' Speaking Ability through Board game at the Eighth Grade of SMP Negeri 2 Lahewa Timur in 2022/2023." The game is a useful strategy to motivate students to learn English. Games are an effective way to improve students' communicative skills. All students in the class will participate in the activity. This will give them the opportunity to speak, even the quiet students. One of the language games suitable for junior high school is "Speaking Ability through Board Game". This game can improve students' speaking ability. The game is quite easy to play, so all students can play it well. 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. According to Hamshire, Forsyth, & Whitton, (2013:209), board games can improve students' social skills because they provide a safe space in which students could interact and make mistakes, removing the pressure and adding a layer of fun to the learning experience. Playing board games allows students to practice skills such as cooperation,

learning to take turns, sharing, managing emotions, and also understanding the views of others through the rules embedded in the game. Board games provide an interesting learning experience so that students are more enthusiastic about following them. In addition, According to Andrew (2021:322), board games are games that provide recreational activities, are played in groups, and can direct them to play competitively, cooperatively and collaboratively. Thus, the level of student anxiety when speaking can be minimized and student confidence can increase. This self-confidence was important so that students had confidence that they were capable of performing speaking ability.

Based on these facts, researcher conducted Classroom Action Research (CAR), which was research conducted in the classroom by using action to improve the quality of students' speaking learning process. According to Siti K. (2020:99) action research is the application of alternative research conducted during the teaching and learning process. Classroom action research would sharpen teachers' skills in teaching by applying a simple research methodology. This research was motivated by the used of board game media in improving students' speaking skills by using several steps to achieved the expected goals. To achieved the target which was stated in syllabus, the school had decided the Minimum Competence Criteria (MCC) that 70 the indicator of students' success in speaking ability.

Based on the explanation above, the researcher tries to make speaking activities more effective for students. The researcher would like to carry out the research under title "Increasing Students' Speaking Ability through Board Game at the Eighth Grade of SMP Negeri 2 Lahewa Timur in 2022/2023".

## **METHODS**

In conducted this research, researcher used Classroom Action Research (CAR), classroom action research was research conducted in the classroom by researchers to determine the effects of actions applied to a research subject in the classroom. The purpose of this research was to improve speaking skills. According to Joni and Tisno in Azizah (2021:17), classroom action research is a reflective study by the perpetrators of the action carried out to improve the rational ability of their actions, as well as to improve the conditions in which these learning practices are carried out. Classroom action research was to identify problems in the classroom as well as provide solutions to problems. This research was carried out by planning, implementing, observing and reflecting with the aim

of improving the performance of teachers or researcher to improve student learning outcomes.

Researcher used Board Game to take the opportunity to improve students' speaking ability. Classroom action research meetings were held to found out student progress using board games. Maisarah (2020), Procedure classroom action research used a cyclical system consisting of planning, implementation, observation, and reflection. The implementation of classroom action research begins with identifying problems directly in the classroom. Then the researcher planed steps to overcome the problems found with theoretical studied and implement the planed directly in the classroom planed directly in the classroom. Furthermore, the researcher directly observes whether the planned actions were able to overcome the problems found.

The object of the action in this study was increasing students' speaking ability through board games, especially in the eighth grade of SMP Negeri 2 Lahewa Timur in Academic Year 2022/2023. Researcher acted as facilitator, motivators and decision makers during the teaching and learning process to help, support, motivate, facilitate and treat students in achieving teaching and learning goals.

Kurt Lewin in Trihartoto A. (2020), in one cycle consists of four components. The following four components include planning, action, observation, reflection.

1. Planning included making learning tools, preparing research facilities and infrastructure and determining work indicators.
2. Action included all actions contained in the procedures of Board Game
3. Observation, this observation stage was carried out simultaneously with the implementation of the action. The researcher the implementation of actions and the results of action.
4. Reflection was carried out through peer discussions and input from teachers as mentors, as well as discussions and input from researcher.

The subject of this research was the students at the eighth grade of SMP Negeri 2 Lahewa Timur. The subject of this research was the grade VIII-A which consisted of 20 students.

The Total Number of Students at Eight Grade of SMP Negeri 2 Lahewa Timur in  
2022/2023

No	Grade	Male	Female	Total
1	VIII-A	10	10	20

Data collection technique are the steps that carried out in collecting data and information during research. In this study, the data collection technique were observation, field notes and test/evaluation sheet.

1. Observation

The observation sheet was used to collect qualitative data and the observation sheet involves the activities of students and researcher during the teaching and learning process in the classroom and to found out the weaknesses and strengths of the activities carried out.

2. Field notes

Field notes were blank sheets used by the teacher-collaborator to record the weaknesses and strengths of the board game applied by the researcher and record activities during implementation or social events that occur in the classroom.

3. Test/ evaluation sheet

The test is used to analyze students' speaking ability. Students made a dialogue about asking and giving opinion based on situation. Then, they tell their friends in front of the class or other groups based on text. Researcher use student test results as a tool to analyze students' abilities in applying board games.

The data analysis technique in this study carried out by means of qualitative and quantitative analysis techniques. Data analysis technique are divided into two techniques as follow:

1. Qualitative analysis

Qualitative data analysis was the process of organizing, analyzing, and observing the result of student activities during the learning process.

In the process of analyzed to determine student activity related to qualitative data obtained from observation sheets, researcher analyze by using the formula of Putri (2019) as follow:

$$Percentage = \frac{Frequency}{Number\ of\ cases} \times 100\%$$

2. Quantitative analysis

Quantitative data analysis was the data get from the evaluation result by the researcher. To determine the ability of students in speaking skills, the researcher used an assessment guideline adapted from Brown in Lalu Bohari (2019) as follow:

<b>Provenience Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>(A)</b>
Pronunciation	10	15	20	2	5
Vocabulary	10	15	20	2	5
Fluency	10	15	20	2	5
Comprehension	10	15	20	2	5
<b>SUM</b>					

**Score:** Pronunciation + Vocabulary + Fluency + Comprehension

<b>Percentage</b>	<b>Classification</b>
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very poor

Classification of Action Achievement

## **FINDINGS AND CONCLUSION**

### **Research Findings**

This research was conducted in two cycle, The meeting begin May to June 2023.

#### **a. Cycle I**

Based on cycle I, the level of students' ability to speak through board games can be seen from the student tests that have been carried out, the researcher looks for student scores and grades, then looks at the percentage of students' ability to speak through board games as described in the table below:

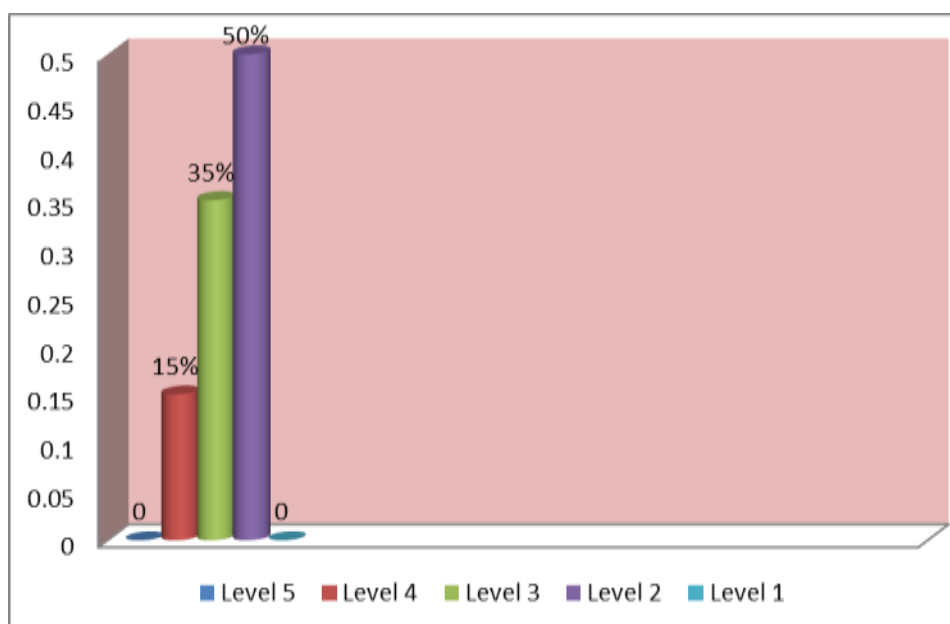
Table 1 The Students' Speaking through Board Game at the Eighth Grade of SMP Negeri 2 Lahewa Timur in Cycle I

<b>MCC</b>	<b>Score</b>	<b>Level</b>	<b>Assessment</b>	
			<b>Frequency</b>	<b>Percentage</b>
<b>70</b>	81 -100	Level 5	0	<b>0%</b>
	61 – 80	Level 4	3 students	<b>15%</b>
	41 – 60	Level 3	7 students	<b>35%</b>
	21 – 40	Level 2	10 students	<b>50%</b>
	0 – 21	Level 1	0	<b>0%</b>
	<b>Total</b>		<b>20 students</b>	<b>100%</b>

Based on the data from the previous tables and graphs, it was explained that the students' ability to speak through board games in cycle I had not been achieved and did not pass the MCC. There were 10 students in the "Poor" level category (50%), 7 students in the "Fair" level category (35%), and only 3 students in the "good" level category (15%). This shows that in Cycle I the students were still not able to speak properly.

The result of the students vocabulary test cycle I could be reviewed in the following graphic.





**Graphic 1. The Percentage of the Students' Score in Cycle I**

Based on the explanation above, the researcher concluded that the students' ability in speaking by using Board Game was not increased in the cycle I. It was indicated by looking at the Minimum Competence Criterion (MCC) was not achieved by the students regarding to the average of the students' value above.

The researcher did some improvements to be applied in the next cycle such as:

- 1) The researcher motivated students more towards the activities carried out through board games and the material being taught.
- 2) The researcher pay more attention to students in ongoing research activities.
- 3) The researcher continued to review the material that has been taught before.
- 4) The researcher still explained how to do board games correctly.
- 5) The researcher asked students to practice saying expressions about asking and giving opinion.
- 6) The researcher motivated students to express opinions.

#### **b. Cycle II**

In the Cycle II, the researcher examined the students' speaking ability through Board Game. After checking the result of the students' test, it can be explained in table below:

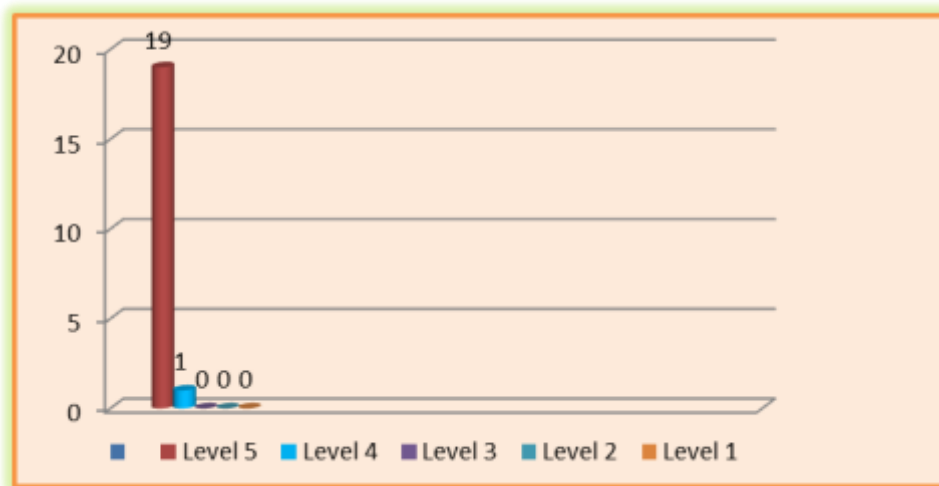
Table 2

The Students' Speaking through Board Game at the Eighth Grade of SMP Negeri 2  
 Lahewa Timur in Cycle II

MCC	Score	Level	Assessment	
			Frequency	Percentage
<b>70</b>	81 -100	Level 5	19 students	<b>95%</b>
	61 – 80	Level 4	1student	<b>5%</b>
	41 – 60	Level 3	0	<b>0%</b>
	21 – 40	Level 2	0	<b>0%</b>
	0 – 21	Level 1	0	<b>0%</b>
<b>Total</b>			<b>20 students</b>	<b>100%</b>

Based on the data from the table it is explained that the students' ability to speak after applying the board game is very good and improves students' speaking skills. There were 19 students who scored "excellent" (95%), and 1 student who scored "good" (5%).

The results of students' speaking skills in Cycle II are shown in the graph on the following page:



**Graphic 2 The Percentage of the Students' Score in the Cycle II**

The graph shows that the students' abilities after applying the board games. In this case, it was due to the activities and procedures of the board game in Cycle II that had been carried out by students and researcher. All students are categorized in "Good level".

Therefore, the researcher concluded that board games were able to improve students' speaking skills. This can be seen from the average score of students who have achieved the Minimum Competency Criteria (MCC) that have been determined and the researcher did not continue the research in the next cycle.

## **CONCLUSION**

The research findings was Board Game can increase the students speaking ability at the eighth grade of SMP Negeri 2 Lahewa Timur. Based on the findings that the researcher gets in analysis the data, the researcher takes the conclusion as follow:

1. In Cycle I, students' ability to speak, especially in asking and giving opinion. In Cycle I, there were 10 students (50%) who scored between 21-40 with a "poor" classification; 7 students (35%) scored between 41-60 classified as "fair", and only 3 students scored between 61-80 classified as "good". In cycle I, the highest score was 80 and the lowest score was 40. The average score of students in cycle I was 60. Furthermore, the researcher continued the research into Cycle II.
2. In Cycle II, students' speaking skills increased, especially in asking and giving opinions through board games. There are no students who fall into the category of failing and lacking, students who score higher or equal to the Minimum Competency Criteria. In Cycle II, 1 student (5%) got the "Good" category with a score between 61-80 and 19 students (95%) got a score between 81-100 in the "Excellent" category. In Cycle II the highest score was 95 and the lowest score was 70. The average student score in Cycle II was 87 in the "Good" category. This implies that students' ability to speak has increased in cycle II.

Based on the research findings, the researcher concluded that Board Game can increase students' speaking ability at the eighth grade of SMP Negeri 2 Lahewa Timur.

## **SUGGESTION**

Based on the research findings, the researcher gives some suggestion, as follows: first, especially in speaking activities to build a comfortable atmosphere and encourage students to speak English. Teachers also need to apply activities that students do confidently to speak English. In activities that work on fluency, the teacher should let students speak even if they have mistake without any interruption (i.e. provide feedback or

correction). Because, Board game is one example of an activity that attracts students and engages them to speak.

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