

THE USE OF BOARD GAME AS A TEACHING TECHNIQUE FOR ASSISTING NINTH GRADERS' SPEAKING ABILITY

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Abstrak

Berbicara merupakan salah satu kemampuan bahasa Inggris selain mendengarkan, membaca, dan menulis. Ini adalah kegiatan untuk menghasilkan bahasa dan berbagai ide secara lisan. Dalam ulasan ini, para peneliti menunjukkan bahwa permainan "Board Game" yang dikemas secara menarik akan memudahkan siswa untuk berani berbicara. Cara yang digunakan yakni menggunakan kualitatif dan melakukan penelitian di salah satu sekolah MTs di Gresik. Dalam penelitian ini guru melakukan latihan pra-pengajaran, pengajaran, dan pasca-pengajaran. Penggunaan pemanfaatan "Board Game" terjadi pada saat pra-pengajaran dan pengajaran. Materi yang digunakan dalam permainan ini adalah meminta dan memberi informasi yang berhubungan dengan kondisi, kegiatan, dan latihan di masa sekarang. Pada tahap akhir guru memberikan penerapan penggunaan rubric penilaian keterampilan berbicara. Banyak siswa yang berani berbicara dan mencapai target yang diinginkan. Berdasarkan penemuan tersebut, peneliti dapat menyimpulkan bahwa "Board Game" dapat dijadikan sebagai teknik pengajaran untuk membantu siswa dalam latihan berbicara sesuai teks meminta dan memberi informasi yang berhubungan dengan kondisi, aktivitas, dan latihan saat ini.

Kata Kunci: kemampuan berbicara, permainan Board Game, teknik pengajaran.

Abstract

Speaking is one of the English skills besides listening, reading, and writing. It is an activity to generate language and share ideas orally. In this study, the researches show that an attractively packaged "Board Game" will make it easier for students to speak up. The method used is using qualitative and conducting research in one of the MTs schools in Gresik. In this study, the teacher conducted pre-teaching, teaching, and post-teaching exercises. The use of "Board Game" occurs during pre-teaching and teaching. The material used in this game is to ask for and give information related to conditions, activities, and actions in the present. In the final stage, the teacher provides the application of the use of speaking skills assessment rubrics. Many students dare to speak and achieve the desired target. Based on these findings, the researcher concluded that the "Board Game" can be used as a teaching technique to help students in speaking practice particularly related to asking for and giving information about current conditions, activities, and actions.

Keywords: speaking ability, Board game, teaching technique.

INTRODUCTION

Speaking is a fundamental ability that should be created and improved as compelling correspondence (Leong and Ahmadi, 2017). Many language learners measure their success in language learning based on their ability to use English to interact with each other. Moreover, speaking is a helpful skill in which the students have to produce language by themselves, which requires language structure information and talent to develop their knowledge (Harmer, 2019). Furthermore, speaking is useful expertise where the speaker communicates and answers their thought by utilizing language. The ability to communicate using language by language features and speaker's responses is measured.

However, an argument stated that learning speaking skills are not as appealing as other language components. This condition supports Zou, Huang, & Xie's ideas (2019) that most language students felt exhausted due to the talking growing experience, in which understudies ought to have the option to focus while learning it. Most students said they easily forget speaking techniques after learning them because of a lack of practice (Shahbaz, 2018). Many speaking instructions are usually incidental; when students speak and forget the meaning told, students are led to open a dictionary (Yazdi & Kafipour, 2014). Due to this inefficient situation, many EFL students get frustrated when learning, which impacts their unsatisfactory achievement of learning speaking skills.

Besides, developing speaking skills is difficult and needs a lot of processes. They also fear being wrong when

speaking in front of their friends and teachers. This situation may influence the EFL students' nervousness to talk in the target language. When EFL students are nervous, their bodies will give a reaction such as racing heartbeat and vibrating. Their psychological will also respond by having negative thoughts about speaking in the target language, as well as avoidance of eye contact. The teacher must know how to help students' speaking ability. To help understudies' talking capacity, the instructor needs to utilize a few methods to cause the understudies to appreciate talking in the study hall. Furthermore, the teacher should create a comfortable atmosphere, so the students would not fear speaking English.

Based on those actual conditions in the field, one of the ways to make a speaking class is doing a game, because games can make fun while studying in class, especially to liven up English speaking skills. However, many teachers pay less attention to this, so instructors seldom use games as a procedure in the educating and growing experience. Based on some teachers' experience who used the game as a medium, especially for teaching and learning English, games help them know and understand the competence and performance of students in learning, especially in speaking skills. Therefore, it is important to utilize a game to assist educators with conquering the understudies' concerns because a game is an appropriate technique to build interaction while playing the game, and students will collaborate with their group (Yalcın & Incecay, 2014).

Nevertheless, it is required to communicate, understand the context and get a new experience. The game-based learning technique engages the students in the learning activity; the game helps energetic contribution and communication as the sense of experience (Burguillo, 2010). Game-based learning contains material and participates in the parts of the general game such as objectives, strategy, satisfaction, and comment (Li, Meng, Tian, Zhang, & Xiao, 2019). In general, game-based learning is called the game because both develop learning material. Many studies examined that using Game-based knowledge in the immediate and students' self-inspiration was not significantly better. The formative and summative evaluation stated that this game provides fun activities for the students and also helps the teachers encourage students to speak in English. Moreover, the games can increase students' interaction with their classmates.

There are many games such as adventure, puzzles, education, etc. Good educational games have good content, clear rules, and clear objectives of which skill area will be used (Liu & Chu, 2010). English games could offer several interactive learning activities that provide players with feedback and new problems (Pujirahayu, 2018). In this way, teachers will quickly build an attractive atmosphere for speaking, which is often dull and needs

much time. Moreover, learning to speak through the game will be more fun and effective because the students could learn new words by playing the game.

In teaching and learning activities, the roles of teacher and teaching aid are crucial in helping students' English learning. Guidance from the teacher could help students learn to speak correctly. At the same time, the game as a teaching aid used in the class could facilitate students in assisting their speaking by playing the game. For this reason, the researcher wants to use the board game to help the students' speaking ability. The game consists of a square board and three cards: route, action, and mission cards. All of the instructions and explanations are stated in English. Playing this game will bring the students to have experience of expressing their knowledge.

The genre of texts probably impacts the students' comprehension. Then, through many kinds of text that are learned, the transactional text is a text that consists of transferring information from the participants (Nuha, 2014). Transactional conversation or transactional text must consist of the delivering conversations between participants. In transactional text, learners need to pay attention to the context of the text to deliver the information successfully. While playing a role in the game, students should make a sentence orally based on asking and giving information related to action, activity, and condition in the present time. Spoken transactional text related to asking and giving information about action, activity, and condition that is in progress listed in the basic competence in the 2013 Curriculum. The basic competence stated:

4.5 “menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks”

Students should play the game in a group, but each person would make sentences individually in sequence. At the end of the game, the students could gain more speaking confidence. Due to this reason, this research aims to use a board game to help ninth graders' speaking ability.

Regarding the fact that the researcher gets, therefore, it leads the researcher to investigate the following questions:

1. How does the teacher implement a board game as a teaching technique to assist ninth graders' speaking ability?

2. How are the students' speaking performances on spoken transactional text during the implementation of a board game?

METHODS

In this research, the researcher used a qualitative research design. The researcher used a qualitative research design because the research objective is to determine the implementation of Board Game as a teaching technique to assist students' speaking ability. Therefore, the result of this study will be in the form of words and descriptions. The researcher used documentation and observation field notes as the instrument of the research. Observation is the technique to collect the data by observing the subject's activity in natural behavior (Bengtsson, 2016). This research was conducted in the ninth-grade class of one of the junior high schools in Gresik. The data obtained by observing the class consisting of 24 students. To get a more profound analysis, the researcher observed a group of students consisting of 6 students. The data were analyzed using the method from Ary et al. (2010), which consists of three steps: familiarizing and organizing, coding and reducing, interpreting and representing.

RESULTS AND DISCUSSION

In the preparation phase, the teacher arranged the lesson plan for three meetings. On the first and second meetings, the teacher planned to implement "Board Game" as a teaching technique to practice students speaking skills. On the third meeting, the teacher planned to have an evaluation of the implementation.

The class was the ninth grade of one of the junior high schools in Gresik. The number of students in the class is 24 students consisting of 16 males and 8 females. Seating in the homeroom is organized into four groups. The group will play each game in turn for around six minutes. Each group having an impact was recorded utilizing a wireless and one voice recorder. The students are approached to play a game, and each should talk. The teacher begins the example by greeting the students and taking a look at the students' participation. From that point forward, the teacher started to animate the students by posing a few inquiries connected with the material. Toward the finish of the pre-teaching, the teacher momentarily makes sense of the material. In pre-teaching activity, the teacher spends something like 30 minutes in each meeting. The following are examples of pre-teaching activities in three meetings.

(Pre-teaching activity on the first meeting)

(a) T: Great morning students, how's it hanging with you?

S: Fine sir.

T: OK, would you say you are prepared to begin our illustration today?

S: Prepared sir.

T: Alright, before we start the present illustration, I will actually look at participation first.

S: Indeed, sir.

T: Your voice appears to be powerless, would you say you are in great shape?

S: No sir, we are fine.

T: Alright.

On the first observed meeting, the teacher began the example by greeting and looking at the students' participation. The teacher continued to ask about their condition (a).

(b) T: Now, I will pose you a couple of inquiries. S1, what do you do prior to going to class?

S1: well... I eat with my sister, sir.

T: Great. Has anybody done likewise movement with S1?

S9: I'm sir. I eat as well, yet alone.

T: thoughtful so. You don't have a sister?

S9: No sir.

T: alright, does anybody need to share your pre-school exercises, perhaps S5?

S5: I'm running with my father, sir.

T: Alright then, S22, what do you in all actuality do before school?

S22: ahh, I assist my mom with cooking, sir.

T: Thoughtful truly? Pleasant work.

S22: Yes, sir. Much thanks to you.

T: OK. thank you. Presently. In this morning we will find out about getting some data about transactional text.

S: Yes, sir.

T: Great. I'm certain you definitely have some familiarity with the present status. Isn't that so?

S: Yes, sir.

S18: Sir, I have an inquiry.

T: Most definitely.

S18: do we simply utilize a direct present status, Sir?

T: ehm... The data is available, so we utilize all types of Present status. Clear present, yet additionally present wonderful, present continuous, and others.

The teacher poses a few inquiries about getting some information about activities and actions in the present. Eventually, the teacher makes sense of the learning targets (b).

(Pre-teaching activity on the second meeting)

T: Morning class, are you okay in this morning?

S: Alhamdulillah, Yes sir.

T: Okay, before we start our lessons today, I will check attendance first.

S: Yes, sir.

T: Okay done. On Monday, we were at that point working on utilizing value-based text by playing the "Board game." Do you actually recall what we realized on Monday?

S: Indeed, sir.

T: OK, what's going on here?

S: Getting some information about action, condition, and activity today?

T: Well, I'll recall your memories of that, I'd like to ask some of you. Uhm. S5, before going to class, do you go to the library?

S5: no, sir.

T: Where are you going?

S5: I go to... Eh... I go to canteen, sir.

T: why? Haven't you eaten yet?

S5: yes, sir.

On the second observed meeting, the teacher began the illustration by greeting and taking a look at the students' participation. The teacher held the second meeting equivalent to the principal meeting, however, the teacher moreover got several data around the present substantial.

(Pre-teaching activity on the third meeting)

T: Hi, great morning class, how goes it with you?

S: Fine sir.

T: Okay, before we start our lessons today, I will check attendance first.

S: Yes, sir.

T: OK, students. Is it safe to say that you are prepared for the present action?

S: Prepared, sir.

T: Great, simply an update, the present exercises will be assessed and surveyed. And don't forget to record, then your record must be send to me. Any request?

S: would you say you are in a similar group, sir?

T: Indeed, the group is as yet unchanged.

On the third meeting, the teacher started the meeting by greeting and checking the student's attendance. The teacher reminded the students that the current meeting would be evaluated and feedback by the teacher. The pre-teaching activity in the third meeting was shorter than the previous two meetings. It was because the teacher wanted to give more time for students in evaluation.

Based on the observation on three meetings, especially the pre-teaching activity using field notes, the researcher found that the teacher has complete control over the class activity and material. The students were also responsive to the teacher's engagement and made the situation flawless. The teacher's responses to the student's questions are good. There was no judgment from the teacher that could discourage the students.

The teacher started the meeting on time, so the students have enough time to prepare physically and technically. The students also joined the meeting on time.

Overall, the process of the pre-teaching activity went well. The teacher gave proper stimulation for the students to engage the student's interest in the material. The student's response through the teacher's engagement was also adequate.

The Implementation of "Board Game"



Picture 1. The Implementation of Board Game

The implementation phase occurred during the whilst teaching activity. It was occurred on the first and second meetings, where the teacher requested that the students play a "Board game" in groups. The teacher made a seat and requested that the students sit with their group.

In Board games, there are some tools needed by the players. The game consists of a square board and three cards: route, action, and mission cards. All of the instructions and explanations are stated in English. Playing this game will bring the students to have experience of

expressing their knowledge. While assuming a part in the game, students ought to make a sentence orally found on a spoken conditional message connected with getting some information about condition, action, and activity in the present time. Students ought to play the game in a gathering, yet every individual will make sentences separately in an arrangement. The game will finish if the faker manages to launch or if the crewmates have all their endeavour.

This data was recorded from the social affair including S1, S4, S5, S9, S11, and S22 in their discussion fragment on the first and second assembling while at the same time teaching development.

The Implementation of "Board Game" in Asking and Giving Information about Condition in the Present time

In the implementation phase, the researcher found that the students employed asking and giving information about the condition in the present in their discussion sessions. It occurred at the beginning of the discussion, and on some occasions, it occurred in the middle of the discussion.

(First discussion session on the first meeting)

- (a) S21: S5, hi, how did you get to the soccer field?
- (b) S5: hi, hehe I run fast.

(Second discussion session on the first meeting)

- (a) S22: S4, are you sure you're playing soccer on the field? Already healthy?
- (b) S4: Yes, I'm healthy.
- (a) S22: Ok, take care.

On the first meeting, asking and giving information about the condition in the present occurred in the first and second discussion sessions. The asking part (a) is performed by S21 and S22. The giving part is performed by S5 and S4, marked by (b). The process of asking and giving information related to the condition took place mainly at the beginning of the discussion. They started the discussion by asking the condition of each player or player who seems suspicious

(First discussion session on the second meeting)

- (c) S11: hello, good morning.
- (d) S5: hello, good morning too.
- (c) S9: how are you?
- (d) S11: I'm so happy.

On the second meeting, the students asked and gave information toward the start of the conversation meeting, similar to the first meeting. On the second meeting, the asking part was performed for the most part by S11 and

S9, put aside by (c). The giving part was performed by S5 and S11, put aside by (d).

(Second discussion session on the second meeting)

- (c) S5: S11, please accompany me to UKS.
- (d) S11: Of course. Why, are you okay?
- (c) S5: not really, my stomach is sick.
- (d) S21: okay, I deliver too.
- (c) S5: Okay, thank you.
- (d) S21: Yes, please come on.

On the second meeting, asking conditions appeared at the beginning of the discussion and in the middle of the discussion. It showed that students already got used to asking and giving information about conditions in the middle of the discussion. It made the discussion fluent and intense.

In conclusion, the students implemented the material during the discussion session very well. Even on the first meeting, it only occurred at the beginning of the discussion. At the second meeting, they started to use it in the middle of the discussion.

The Implementation of "Board Game" in Asking and Giving Information about Action in the Present time

On the implementation phase for asking and giving information about action in the present, the researcher found that the students rarely employed it.

(First discussion session on the first meeting)

- (e)S4: S11, where are you going?
- (f) S11: I will go to computer room.
- (e) S22: with whom? May I follow you?
- (f) S5: May I follow you too?
- (e) S11: okay, let's go!
- (f) S5: btw, why do you go to computer room?
- (e) S11: I will test. On Saturday is doing final exam and I didn't go because I'm sick.
- (f) S4: oh I see, good luck, the final exam is so difficult.
- (e) S11: yes, I've also learned.

On the first meeting, the teacher found two conversations that could be arranged as getting some information about Action at this moment. It happened in the central dialogue meeting on the primary social affair. For the asking part, it was performed by S4, S5 and S22, and S11 had out the giving influence. But the show was confined, and the presentation was perfect.

In conclusion, the performance of asking and giving information about action in this research was limited. It

rarely occurred in the students' discussion. It only occurred as the complementary of asking and giving information about condition and activity. Even though the performance was limited and became complementary, the students performed the material very well.

The Implementation of "Board Game" in Asking and Giving Information about Activity in the Present time

In the implementation phase, the researcher found asking and giving information about activity in the present used frequently by the students.

(First discussion session on the first meeting)

(g) S3: Hey S11, what are you doing in the library?

(h) S11: I will borrow some books in there.

(g) S5: S1, what are you doing in toilet?

(h) S1: I will wash my hand, because I after eating.

(g) S3: okay, may I follow you go to toilet? Because I will be cleaning my uniform.

(h) S1: yes, please.

(g) S3: okay thank you, come on.

The researcher found that some information about the activity was the most well-known discourse in the conversation on the first meeting.

(First discussion session on the second meeting)

(g) S5: usually besides borrowing books, what do you do at the library?

(h) S11: I reading several books, like novel and math.

(g) S5: S11, wow, good job.

The researcher could find this type of conversation in almost all discussion sessions in both meetings. The data above were examples of conversations containing asking (g) and giving (h) information about activity in the present.

The game went very well in this group. It is in line with the theory that role play is the strategy to develop learners' speaking ability by asking them to pretend to be others (Oradee, 2013). The students also played their role as impostors or crewmates perfectly. The students who got the role as crewmates paid attention to every statement to find the impostors. The students played as impostor also did their best to hide their identities as the impostor.

On the observed discussion, the discussion session was intense. The students were arguing with each other. The students enjoyed playing the game. It could be seen from their reaction when they spoke in the discussion section. Students' confidence was shown clearly in their discussion. All of the students took part in the discussion, even though some were not hesitant to speak. It is in line with the theory stated by Darihastining et al., (2019) that

Board Game are more practical to be teaching technique rather than others. Using Board Game could encourage the students to speak because they feel free to express their minds without being afraid to make an error.

In conclusion, during the implementation phase in using Board Game as a teaching technique to assist students speaking ability, the researcher found that all the targeted materials were covered well. The implementation of the game in the material went smoothly, and students could cope with that. The minor problem was only on the portion of each material (action, condition, activity). The student's performance was also good. They were confident to speak and not afraid to make a mistake.

The Evaluation of Speaking Performances during the Implementation of "Board Game"

The evaluation phase occurred on the third meeting. On the whilst teaching activity of the third meeting, the students were requested by the teacher to record the discussion session and submit it to the teacher after the end of class. Then, the teacher evaluates and provides feedback in the discussion session. The teacher evaluates the audio recording and provides feedback based on the speaking rubric.

The teacher adapted the speaking assessment rubric from the Royal Decree to assess the speaking performance. The rubric assessment covered four aspects, and each has four assessment levels. The aspects are vocabulary, grammar (present tenses), fluency, and pronunciation. Each aspect has various levels, which are outstandingly achieved, notably achieved, sufficiently achieved, and need improvement depending on the assessment's objective.

The students' audio recording was analyzed by the teacher using a speaking rubric. After analyzing the students' speaking performances, teacher gives them feedback regarding the performance. The following are examples of how the teacher evaluated the student's speaking performance.

(S11's performance in evaluation phase about action)

S4: S11, where are you going?

S11: I will go to computer room.

S22: with whom? May I follow you?

S5: May I follow you too?

S11: okay, let's go!

S5: btw, why do you go to computer room?

S11: I will test. On Saturday is doing final exam and I didn't go because I'm sick.

S4: oh I see, good luck.

The performance of S11 was thought of as exceptionally accomplished. S11 utilized different sentence structures and jargon, which made his performance somewhat better than different students. Other than utilizing the current state, he likewise utilized latent voice, for instance, " On Saturday is doing final exam and I didn't go, because I'm sick." He effectively conveyed the setting of his addressing his accomplice. This is as per the theory from Nazara (2011) which communicated that language size is crucial as the media of conveying setting in talking. The fluency of S11 was also good. He talked perfectly unequivocally. His certainty was displayed in the familiarity of his talking. He just committed minor errors in articulating a few words, for example, "test". By and large, the presentation of S11 was extraordinary.

(S5's performance in evaluation phase about condition)

S5: S11, please accompany me to UKS.

S11: Of course. Why, are you okay?

S5: not really, my stomach is sick.

S21: okay, I deliver too.

S5: Okay, thank you.

The performance of S5 was thought of as remarkably accomplished. S5 utilized some grammar errors, for instance, "Please accompany to UKS, ..." that ought to be "to" becomes "to go to". His articulation was clear, yet there were a few minor mistakes in articulating a few words: "Stomach". He misspoke "sto-matj" as "sto-mach". He spoke fluently but showed some hesitations. Overall, the performance of S5 in the assessment stage was thought of as outstandingly accomplished.

(S3's performance in evaluation phase about activity)

S3: Hey S11, what are you doing in the library?

S11: I will borrow some books in there.

S5: S1, what are you doing in toilet?

S1: I will wash my hand, because I after eating.

S3: okay, may I follow you to toilet? Since I will clean my uniform.

S1: yes, please.

The performance of S3 was thought of as adequately accomplished. He wanted improvement in language structure and familiarity. He frequently made mistakes in grammar, explicitly in utilizing the current state, for instance, "May I follow you to toilet? Since I will clean my uniform.", which ought to be "May I follow you to go to toilet? Since I will clean my uniform." He was also hesitant to talk. In another way, his rhetoric was surprising. His

rhetoric was clear constantly. His language size is sufficient even though it was at this point remembered to be confined. So, the performance of S3 adequately accomplished the objective.

From the data that the researcher accumulated from the teacher, there were no students who got the most negligible evaluation level which is "need improvement". All of the students achieved a feedback over the least evaluation level. It shows that the students at this point have the essential aptitude for talking.

In conclusion, in the evaluation phase, the teacher evaluated the speaking performance that the students recorded. The result met the expectation of the teacher and researcher. All of the students had performed their best in the evaluation phase. They learned from the two meetings before the evaluation and corrected their errors to perform better in evaluation. The evaluation result was the feedback for the students and could be the benchmark for future improvement of the method.

Before the class ended, the teacher and students reviewed the material they had learned in the post-teaching activity. The post-teaching activity from the first until the third meeting was similar. The following are examples of post-teaching activities.

(Post-teaching activity on the first meeting)

T: OK, how was getting the hang of using this game? Do you see the value in it?

S5: Indeed, sir. It was pleasant.

T: Great, are you understand today? Anyone please give explanation about the material that we discuss today.

S2: Transactional text sir, asking and giving information about condition, activity, and action in present.

T: Great, as of now we are close to the completion of our get-together today. Assuming no one minds, put yourself in a position for the accompanying get-together. We will practice additional multi week from now.

S2: next week still same sir?

T: Indeed, we will play Board game from now on.

S2: No uncertainty.

T: Any more drawn out request students?

S: No, sir.

T: OK, accepting there is no more request, we can finish our social event today. Assuming no one cares either way, stay strong and consent to the prosperity show expecting you head outside. See you multi week from now. Goodbye.

On the first post-meeting activity, the teacher asked the students to briefly review the material to make sure that they enjoyed the game and learned something. In the observed meeting, the students were able to explain the material that they learned.

CONCLUSION

Based on the result and discussion that the researcher described in the previous part, the researcher can conclude that using "Board Game" as a teaching technique to assist students speaking skill ran as what the researcher expected. The whole phase from preparation, implementation, and evaluation showed that "Board Game" as a teaching technique could positively help the students, especially in speaking.

The teacher could prepare the students by guiding them to play the game in the preparation phase and encourage them to build interest in students' minds. In the implementation phase, the teacher implemented the games and connected the game's objectives to the targeted material. In the implementation phase, the teacher demanded to maintain the students' focus to enjoy the process and learn something from it. Finally, the last and the most important phase, evaluation phase. In this phase, the teacher will evaluate the result of students learning process during the implementation phase. The evaluation phase could be the determiner of whether the implementation is working or not.

The researcher also found that using "Board Game" also improved students' creative and critical thinking from the results and discussions. It can be shown how the students developed the strategy to win the game and how they were arguing with each other to win the game. The researcher also found that using "Board Game" was also enjoyable and engaging for the students to practice their speaking ability. In conclusion, the implementation of "Board Game" as a teaching technique to assist student's speaking ability has positively affected the student's ability.

Suggestions

From the conclusion above, the researcher wants to suggest that the English teacher use "Board Game" to help the learners develop speaking ability, creativity, and critical thinking. The researcher suggests doing more profound research using "Board Game" to help students learn English for future researchers. It is not only in speaking but also in other aspects such as listening, reading, and writing because Board Game have massive potential to be developed into learning media.

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