THE USE OF BOARD GAME STRATEGY TO IMPROVE SPEAKING SKILL OF TWELFTH GRADE STUDENTS OF SMA NEGERI BOLAN IN THE SCHOOL YEAR OF 2021/2022

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ABSTRACT

This research is about The Use of Board Game Strategy to Improve Speaking Skill of Twelfth Grade Students of SMA Negeri Bolan in the School Year of 2021/2022. There were some problems faced by the students at SMA Negeri Bolan in speaking English such as: 1. Most of students were not able to speak English with good pronunciation. 2. The students were not able to respond when teacher ask them in English. 3. Most of them were not able to speak English fluently 4. They were lacked of vocabulary 5. The students were not able to speak English using good grammar 6. They did not understand teachers' explanation. The aims of this research were to find out: 1. How board game strategy improve students speaking skill and 2. How far the board game strategy improve students' speaking skill. This research was a classroom action research. The research subject was the twelfth grade students of SMAN Bolan, consisted of 19 students, 15 females and 4 males. The instruments of this research were speaking test and its scoring system and observation checklist. The research was conducted in two cycles which included plan, action, observation, reflection and evaluation. The result of this research showed that there was an improvement of students' speaking skill using board game in two cycles. In the pre-test and post-test showed the significance improvement too. It could be concluded that board game can improve students' speaking skill.

Keywords: Board Game and Speaking Skill.

INTRODUCTION

This research is prompted by barriers experienced by students as observed by the researcher as an English teacher in teaching English to students, especially in SMA Negeri Bolan. The barriers are, among others: unenthusiastic students, incorrect grammar, lack of vocabulary and lack of comprehension, inaccurate pronunciation and bad intonation in speaking. The teachers at the school, including the researcher, need to find best ways and strategies to overcome the problems faced by students in learning English.

English is used as a second language for communication in some country. Therefore, English is important for students to use for international communication in this era of globalization. The government of Republic of Indonesia has placed English language in the curriculum not only at the secondary school, senior high school, but also at university or institute. To master English, we have to strengthen: Listening, Speaking, Reading and Writing. The most needed nowadays is speaking.

Speaking is one of the skills that should be mastered in learning English by senior high school students, because it is important for them to communicate orally by presenting their ideas in real life. This skill is very important to be mastered by every single student to improve his or her communicative competence of English. Considering the importance of speaking, teachers of English are expected to pay attention to the speaking materials in English teaching and learning process. Teachers should also be able to provide

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and apply many techniques and strategies, in the process of teaching and learning English especially speaking.

Therefore, the teacher should be creative to choose technique and strategy of teaching which is suitable with the condition and the needs of the students so that the goal of teaching and learning can be achieved. Various strategies like songs, dramatizations, role plays and games, including board game are available for use to overcome problems faced by the students and to improve students speaking skill.

SMAN Bolan is one of the schools which implements K13 (2013 Curriculum) in teaching and learning process. It is used for the first until twelfth grade students. According to competency standards in curriculum, especially competency standards speaking, students are expected to have such competencies as: to express some variety of meanings in interpersonal texts, various meanings in interactional texts such as monologue spoken texts, especially in the form of descriptive, narrative, spoof, recount, procedures, reports, exposition, explanation, discussion, commentary, and review texts.

In an interview with the English teacher in March 2021, it was known that the minimum standard cumulative (KKM) of the score at SMAN Bolan is 75. Unfortunately, most scores in English obtained by students were far from the expectation of KKM. Only 30 % of 19 students could pass KKM. It means that, most students, namely 70 % of the students had low scores and did not achieve KKM in English. One aspect of English subject that contributed to this low KKM achievement is speaking skill.

In a preliminary observation by researcher who is also a teacher of English in SMAN Bolan, it was found that twelfth grade students of the school could not speak English well because they were not familiar to use English in the classroom. The problems faced by the students, as observed, are as follows.

1. Most of students were not able to speak English with good pronunciation.
2. The students were not able to respond when teacher ask them in English.
3. Most of them were not able to speak English fluently.
4. They were lacked of vocabulary.

5. The students were not able to speak English using good grammar.
6. They did not understand teachers' explanation.

To overcome speaking problems above and to improve students speaking skill, teachers need suitable techniques as solution to the students' problems. The use of games, such as Simon says, hang man, and board game, is one of the effective ways to increase students speaking skill. By using game, students will understand easily the lesson and reduce boredom.

It also helps students to understand lessons faster and easier. Boroujeni (2007: 21-37) says that games make students more willing to ask questions and think creatively about how to use English to achieve the goal. With the use of games, English students, both young and old express themselves naturally in English. Games attract students' attention, provide a self-motivation and activate students' participation.

According to El Shamy (2001: 54) board game is an excellent means of practicing and refining participant knowledge of concepts and principles. It also works very well for practicing the application of models that have been covered in the training. The board game is artistic, involving students and the card decks used in the game presents case studies that require participants to solve problems and make decisions. Change and Cogswell (2008: 32) state that board game are adaptable asset in the classroom because board game can be used as intended for teaching and learning process. Board game can be defined as something (technique) that is used to attract students to follow the teaching and learning process because board game can make the students focus more on learning, because they do not feel forced to learn.

Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings and manage in terms of who is to say what, to whom, and about what said by Nunan (1997: 40).

The writer believes that the use of games can motivate and improve students' skill in speaking English. As games involve a kind of competition either in group collaboration or individual competition, students are strongly motivated to win the games. Therefore, the writer is interested in conducting a research entitled: "The Use of Board Game Strategy to Improve Speaking Skill

of Twelfth Grade Students of SMAN Bolan in the School Year 2021/2022".

METHOD

There were four main stages of the research design Kemmis & McTaggart. Burns (1990: 7), namely planning and action. Each of the stages was described as follows.
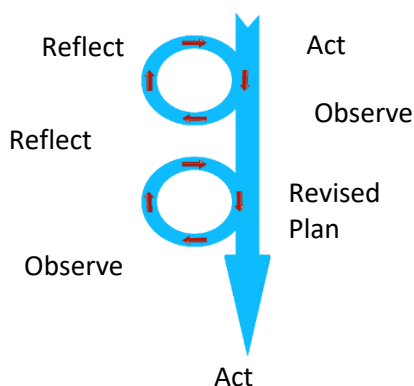

Figure 1: Cyclical Action Research Model Based on Kemmis and McTaggart (1990: 7)

There were two research instruments prepared for collecting data namely, speaking test instrument and its scoring system, observation checklist. The classroom observation checklist, Harmer (2001: 28) there are four indicators to observe namely: Board Game Media, Learning Material, Teacher's Performance and Students's Performance. The resesearcher used Classroom Action Research (CAR) as the method of this research. conducted in two cycles and at each cycle consisting of two meetings (2 x 45 minutes).

The main data resource was the researcher himself as the English teacher at the school. Through this classroom action research, the researcher conducted a teaching learning process whereby he reflected on the process concerning the effective procedure, the strengths and weaknesses of teaching learning process. In doing so, the researcher was observed by his research collaborator, who observed and took notes about the strengths and weaknesses of teaching learning process.

The subject of the study was the twelfth grade students of SMA Negeri Bolan school year of 2021/2022, particularly the students of third class science. It involved one class consisting of nineteen students; fifteen girls and four boys.

Three techniques of data collection, as suggested by Kemmis and Mc Taggart in Burns (2010: 8-9) used in this classroom action research. The three techniques were as follows.

Observation

Observation was conducted by both the teacher and research collaborator. The research collaborator observed the researcher and students during the implementation of teaching and learning with board game. The instrument used in this observation was observation checklists.

Reflection

The researcher himself made the reflection of the implementation of teaching and learning with board game. The reflection was conducted with the use of pre-planned reflection guide lines.

Test

Test was a process to measure students' skill and knowledge about material that was 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 test the students' performance in language. Therefore, in this research, the writer used oral test to collect the data to find out students' speaking skill. The test was divided into two stages as follows.

Pre-test

Pretest was given to the students and scored by teacher and research collaboarator. The teacher gave the topic to students and asked them to describe it in front of the class one by one for 2 – 3 minutes.

Post-test

Post test was given to the students about the descriptive text to present in front of the class and scored by teacher and research collaborator. The result of the pre-test and post-test compared to find out the gain obtained by the students after using board game.

FINDINGS AND DISCUSSION

Findings

To find out what extent board game strategy improve students speaking skill, it showed in the

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tests which consisted of pre-test, cycle 1 test, cycle 2 test and post-test. According to the data research of pre-test, cycle 1 test, cycle 2 test and post-test, the students' speaking skill improved. The score of students' speaking skill in pre-test was got lowest score. It was lower than the minimum score of English subject in SMA Negeri Bolan which was 75. Moreover, there were 10 students could not pass the minimum score. The data implied that the students needed special strategy to help them improve their speaking skill. After getting several test in cycle 1 and cycle 2, the students' speaking skill improved significantly. The data of post-test showed that the students' score getting improvement. The post-test which was conducted at the end of the cycle showed that the students' score increased. The score was higher than the English minimum score of SMA Negeri Bolan and all of the students could pass the minimum score, too.

Those tests including pre-test, cycle 1 test, cycle 2 test and post test could be seen as follows.

Pre-Test

The pre-test was given on Tuesday, May 31st 2022. The test consisted of English speaking test that should be presented in front of the class one by one. The test was given to 19 students at twelfth grade students of SMA Negeri Bolan. After conducting the pre-test, the researcher concluded that students' speaking skill were low, the researcher got the result of students score distribution as follows.

Table 1
Result Score of Pre-Test

No	Students' Code	Score					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1	S-01	3	3	4	3	3	16
2	S-02	3	4	3	2	3	15
3	S-03	4	4	4	4	5	21
4	S-04	3	4	4	3	5	19
5	S-05	3	4	3	4	4	18
6	S-06	3	4	4	3	3	17
7	S-07	4	3	4	4	3	18
8	S-08	4	4	4	4	4	20
9	S-09	4	4	4	3	4	19
10	S-10	3	3	3	4	5	18
11	S-11	4	4	4	4	5	21
12	S-12	3	3	4	3	4	17
13	S-13	3	3	4	3	3	16
14	S-14	2	3	3	3	4	15
15	S-15	3	4	4	4	4	19
16	S-16	3	3	4	4	3	17
17	S-17	3	4	4	4	4	19
18	S-18	3	4	4	3	5	19
19	S-19	4	4	4	4	5	21
Total		62	69	72	66	76	345
Average		32.6	36.3	37.8	34.7	40.0	181.5

Based on the table data 1, it showed the calculation of students score in pre-test that the highest score 21 and the lowest score was 15. The result of pre-test showed by the students' speaking skill achievement consisted of 21 score achieved by 3 students, 20 score achieved by 1 student, 19 score achieved by 5 students, 18 score achieved by 3 students, 17 score achieved by 3 students, 16 score achieved by 2 students, while 15 score achieved by 2 students. There were not students that have excellent for English speaking skill on pre-test.

Furthermore, from the pre-test result, the researcher found that there were problems with strategy of learning that make the students difficult to understand of learning English material. The researcher felt that, it needed board game to improve the students' speaking skill.

The Implementation of Cycle 1

Cycle 1 was conducted on May 31st till June 7th 2022. In this cycle, the researcher applied the teaching speaking skill by using board game. The researcher was helped by research collaborator. This cycle was consisted of five steps: planning, implementation of action, observation, reflection and evaluation.

Planning

All of the elements that needed in doing this research had been completed in the planning. They were schedule, lesson plan, learning material, speaking test, observation checklists on students, and observation checklist on teacher. The lesson plan and the learning material, they had been designed based on the curriculum and school's syllabus. The test had been designed to see the improvement of students' speaking skill.

Implementation

After preparing English teaching material and the instrument, that used in cycle 1, the researcher conducted the cycle 1 on May 30th till June 7th 2022. 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 greeted to the students and checked students' attendance class. Then asked some questions that related with the topic. There was not any introduction because we have known each other before.

Moreover, the teacher would apply the board game at the classroom. There was the implementation of speaking board game based on lesson plan, the researcher divided the action in giving the material of teaching speaking into three steps they were: pre-activities, main-activities, and post-activities.

Observation

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

Reflection

In this reflection section, the researcher tried to reflect the result of pre-test and cycle 1. The reflection was very beneficial to analyze everything related to the students' improvement in their speaking skill. The reflection section used by the researcher 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.

Evaluation

The evaluation of the actions that had been carried out by researchers in the learning process to be improved and implemented in the next cycle of learning.

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 teach 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 manage 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.

The result of cycle 1, for more detail and table 2 below showed that there was improvement on the students' speaking skill compared to that showed in the pre-test. In other words, the students' speaking skill on this cycle was considered to be better than that in the pre-test.

Table 2
Result Score of Cycle 1

No	Students' Code	Score					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1	S-01	4	4	4	3	4	19
2	S-02	3	4	4	3	3	17
3	S-03	5	4	4	4	5	22
4	S-04	4	4	4	3	5	20
5	S-05	4	4	3	4	4	19
6	S-06	4	4	4	3	4	19
7	S-07	4	4	4	4	3	19
8	S-08	4	4	4	4	5	21
9	S-09	5	4	4	4	4	21
10	S-10	4	3	4	4	5	20
11	S-11	4	4	5	4	5	22
12	S-12	4	4	4	3	4	19
13	S-13	3	3	5	3	4	18
14	S-14	3	3	3	3	4	16
15	S-15	4	4	4	4	4	20
16	S-16	4	3	4	4	4	19
17	S-17	4	3	4	4	5	20
18	S-18	5	4	4	3	4	20
19	S-19	5	4	4	4	5	22
Total		77	71	76	68	81	373
Average		40.5	37.3	40.0	35.7	42.6	196.3

Furthermore, based on the result of cycle 1 it showed the calculation of students score in cycle 1 that the highest score 22 and the lowest score was 16. The result of cycle 1 showed by the students' speaking skill achievement consisted of 22 score achieved by 3 students, 21 score achieved by 2 students, 20 score achieved by 5 students, 19 score achieved by 6 students, 18 score achieved by 1 student, 16 score achieved by 1 student. From the data, the students' speaking skill on this cycle 1 was considered to be better than that in the pre-test. The

researcher concluded that the students' speaking skill in cycle 1 improved. However, the researcher stated that next cycle would be held since the result of speaking test in cycle 1 was not satisfied.

The Implementation of Cycle 2

Cycle 2 was conducted on June 9th till June 15th 2022. After seeing the result in cycle 1, the researcher prepared again the interested board game with suitable level to the students in speaking skill. The procedure of cycle 2 was done as follows.

Revised Plan

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

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. Based on lesson plan, the researcher divided the action in giving the material of teaching speaking into three steps they were: pre-activities, main activities, and post activities.

Observation

To do 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 skill. All of the students had spirit and enthusiast with the lesson, they focused on the material, and they had 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 improvement of speaking skill.

Reflection

The researcher tried to reflect the result of pre-test, cycle 1 and cycle 2. The reflection was very beneficial to analyze everything related to the students' improvement in their speaking skill. This reflection section used by the researcher 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 2.

Evaluation

As mentioned in the observation above, there were progresses of students in speaking skill 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, for more detail and table 4.3 below showed that there were improvements on the students' speaking skill 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. See following table for more detail:

Table 3
Result Score of Cycle 2

No	Students' Code	Score					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1	S-01	4	4	4	4	4	20
2	S-02	3	4	4	3	4	18
3	S-03	5	5	4	4	5	23
4	S-04	4	4	4	4	5	21
5	S-05	4	5	3	4	4	20
6	S-06	4	4	4	4	4	20
7	S-07	5	4	4	5	3	21
8	S-08	4	4	4	5	5	22
9	S-09	5	4	5	4	4	22
10	S-10	4	4	4	4	5	21
11	S-11	4	4	5	5	5	23

12	S-12	4	4	4	4	4	20
13	S-13	3	3	5	4	4	19
14	S-14	3	4	3	4	4	18
15	S-15	4	4	5	4	4	21
16	S-16	5	3	4	4	4	20
17	S-17	4	4	4	4	5	21
18	S-18	5	4	4	4	4	21
19	S-19	5	4	4	5	5	23
Total		79	76	78	79	82	394
Average		41.5	40.0	41.0	41.5	43.1	207.3

Furthermore, based on the result of cycle 2 test, it showed the calculation of students score in this test that the highest score 23 and the lowest score was 18. The result of post-test showed by the students' speaking skill achievement consisted of 23 score achieved by 3 students, 22 score achieved by 2 students, 21 score achieved by 6 students, 19 score achieved by 1 student, 18 score achieved by 1 student, 18 score achieved by 2 students. However, the calculation showed that there was an improvement between the pre-test and cycle 1. From the data, it showed most of them got an improvement from pre-test, cycle 1 test until cycle 2 test. It means that the indicator of successful was success. Thus, the researcher concluded that using boarding games can be used to improve the speaking skill of the students. Also, the researcher concluded that next cycle would not be held since the result of speaking test in cycle 2 was satisfied and success.

Post-Test

The post-test was given on Wednesday, June 15th 2022. The test consisted of English speaking test that should be presented in front of the class one by one. The test was given to 19 students at twelfth grade students of SMA Negeri Bolan. After conducting the post-test, the researcher concluded that students' speaking skill were success because almost all of them got the significant improvement. The researcher got the result of students score distribution as follows:

Table 4
Result Score of Post Test

No	Students' Code	Score					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
1	S-01	4	5	4	4	4	21

2	S-02	4	4	4	3	4	19
3	S-03	5	5	5	4	5	24
4	S-04	5	4	4	4	5	22
5	S-05	4	5	4	4	4	21
6	S-06	4	4	4	4	4	20
7	S-07	5	4	4	5	3	21
8	S-08	4	4	4	5	5	22
9	S-09	5	4	5	4	4	22
10	S-10	4	4	4	4	5	21
11	S-11	5	4	5	5	5	24
12	S-12	4	4	4	4	4	20
13	S-13	3	3	5	5	4	20
14	S-14	3	4	3	4	5	19
15	S-15	4	4	5	4	4	21
16	S-16	5	3	4	4	4	20
17	S-17	4	4	5	4	5	22
18	S-18	5	4	4	4	4	21
19	S-19	5	4	4	5	5	23
Total		82	77	81	80	83	403
Average		43.1	40.5	42.6	42.1	43.6	212.1

Furthermore, based on the result of post test it showed the calculation of students score in post-test that the highest score 24 and the lowest score was 19. The result of post-test showed by the students' speaking skill achievement consisted of 24 score achieved by 2 students, 23 score achieved by 1 student, 22 score achieved by 4 students, 21 score achieved by 6 students, 20 score achieved by 4 students, 19 score achieved by 2 students. However, the calculation showed that there was an improvement in the pre- test, cycle 1 and cycle 2.

The improvements of students' speaking skill using board game can also be seen from the table as follows.

Table 5
The Students' Speaking Skill Score Improvement

NO	Students' Code	Students' Speaking Skill Score			
		Pre-Test	Cycle 1 Test	Cycle 2 Test	Post-Test
1	S-01	16	19	20	21
2	S-02	15	17	18	19
3	S-03	21	22	23	24
4	S-04	19	20	21	22
5	S-05	18	19	20	21
6	S-06	17	19	20	20
7	S-07	18	19	21	21
8	S-08	20	21	22	22
9	S-09	19	21	22	22
10	S-10	18	20	21	21
11	S-11	21	22	23	24
12	S-12	17	19	20	20
13	S-13	16	18	19	20
14	S-14	15	16	18	19

15	S-15	19	20	21	21
16	S-16	17	19	20	20
17	S-17	19	20	21	22
18	S-18	19	20	21	21
19	S-19	21	22	23	23
Total		345	373	394	403
Average		181.5	196.3	207.3	212.1

From the data, it showed almost of students got an improvement from pre-test, cycle 1 test, cycle 2 test until post- test. It means that the indicator of successful was success. Those improvements showed that the teaching speaking skill to students using board game was useful. It was really helpful to improve the students' speaking skill. It was proven by their score which passed the minimum score of English subject in SMAN Bolan which was 75. Moreover, the improvement of students' achievement was significantly satisfying. Initially, in pre-test there were 10 students could not pass the minimum score. The number of the students who failed decreased into 2 students in the cycles test. Finally, all of the students successfully passed the minimum score in post-test. Thus, the researcher concluded that using board game can be used to improve the speaking skill of the students.

Briefly, based on the data on classroom observation checklist and tests, it can be concluded that the use of board game can improve speaking skill to the twelfth grade students of SMA Negeri Bolan.

Discussion

From the research data to find out how board game strategy improved speaking skill of twelfth grade students of SMAN Bolan where the teacher as the main data source performed several stages of activities, including: Teacher introduced topics about descriptions of people, animals, objects/places and teacher showed and explained clearly how to play the board game till the teacher ended the class with the assessment and closing statement. The discussion of research on how students' performance during teaching learning process could be observed in several ways, including: Students' understanding of the speaking material on descriptive especially about material descriptions of people, places, animals or objects and students actively played board games in groups/pairs. The findings research data showed how to improve the English speaking skill of twelfth grade students of SMAN Bolan by using

appropriate learning materials, with several things including: Clear learning objectives, goals that could be achieved, and improved critical thinking and students' self-confidence. The board game in this study was used as a learning medium. The teacher as a researcher and research collaborator in the discussion of this study saw several pints of the board game media, including: board games had interesting game features, board games had font sizes that could be read when playing, board games had clear instructions, board games had interactive games between students, board games had creative and informative games, board games had meaningful choices, and board games had competitive and fun elements.

To find out how far board game strategy in improving students speaking skill the findings of data for this research collected from twelfth grade students of SMA Negeri Bolan. The respondent of the research consisted of 19 students at twelft grade students. In pre-test, the average score was 181.5, where 10 students could not pass and 9 students passed the minimum score. In cycle 1 test, the average score was 196.3, where 3 students could not pass and 16 students passed the minimum score. In cycle 2 test, the average score was 207.3 where 2 students could not pass and 17 students passed the minimum score. In the post-test, the average score was 212.1, where 19 students passed and none of them could not pass the minimum score. So, from the findings data the average score can be seen that how far board game strategy improved students' speaking skill was 30.6. (16.85 %).

This study aimed to find out how board game strategy improved students speaking skill and to find out how far board game strategy in improving students speaking skill. There were two research instruments prepared for collecting data namely; speaking test instrument and its scoring system and observation checklist.

Classroom observation checklist was used to observe students' and teacher performance during the implementation of the teaching learning process with board game. Students' and teacher performance were observed by the teacher and research collaborator. The indicators which were observed covered the board game media, learning materials, teacher performance, students' performance during the implementation of teaching and learning process with board game. The

classroom observation checklist then be observed and analyzed to see the students' performance changed in the learning process.

Board Game

The first indicator which observed was board game media, board game as a media according to observations that had been done in this research, it stated several things; that board game as a media had very interesting parts, for example: describe their favorite artist, actress and places. Board Game was easy-to-read font size, creative and informative, had meaningful choices, and had a competitive element, clear instructions, for example: Describe us your father, describe us your loving people or leaders and describe your friend at right side.

Learning Materials

The second indicator was learning material. From the data, it showed in classroom observation checklis stated that learning material was focused on speaking on the theme, relevant to speaking material, and this learning material had clear and achievable objectives as mentioned at lesson plan that was at the end of study, the students were able to describe people/things/animal correctly. The materials on board game were grammatically correct, the material had appropriate word choice, developed logic and reasoning thinking, improved speaking skill, increased students' concentration, attention, critical thinking, and increased students' self-confidence as examples could be mentioned namely: Make a brief description about your father in 5 sentences. Ask your friend about favorite places. Why? Describe your friend at right side in 3 sentences!

Teacher Performance

The third indicator was teacher performance. From the data, the teacher as the main data source performed several stages of activities, it showed that all classroom checklist about teacher performance stated that teacher introduced topic; describing person, gave example from board game, it could be seen in the picture above where teacher was describing about people in 5 sentences, it

brought and understandable explanation of the topic. And teacher described also animals and things or places.

Teacher and students did question and answer, teacher gave accurate structure /pronunciation/ vocabulary/ fluency and comprehension models, teacher gave short explanation about descriptive text.

Teacher put the students into groups/pairs, teacher showed and clearly explained how to play board game, teacher checked students understanding of how to play board game, teacher laid a board game for each group, teacher controlled comprehension feedback to students in groups/pairs, teacher used collaborative learning, teacher gave concluding remark, teacher used simple words, teacher encouraged students to interact and communicate, teacher was creative a meaningful context for students, teacher assessed students achievement, teacher made valid and reliable test instrument and procedure, teacher made closing statement and gave motivation – appreciation to the students.

Students' Performance

The last indicator was students' performance. From the classroom observation checklist data, it showed that the use of board game to teach speaking can improve the students' confidence and made the students more active to speak, because the game provided a friendly atmosphere in which the students could learn to use speaking expressions in a joyful way and students did question and answer related to a person, place or things.

From the data, it was proven that students actively played board game in groups/pairs, when they were playing the games, they learn how to use the speaking expressions and learn how to speak communicatively using the speaking language expressions with correct grammar. In this group activity, the students also could give correction to the grammatical mistakes each other. After the students playing board game, they got feedback which also helped them improve their accuracy. The use of board games to teach speaking can improved the students' pronunciation. Before playing board games the students did some activities in which they could improve their pronunciation. They also got the model of language

in the spoken form, so they could get accurate pronunciation. When they were playing board games, they learnt how to use the speaking expressions and learnt how to speak communicatively using the speaking expressions with the right intonation and pronunciation. The students also got feedback which also improved their pronunciation. The use of board game to teach speaking can improve the students' vocabulary. The implementation of the speaking board games engaged the students to learn the language expressions in different topics. Thus, they could learn and gather new vocabularies.

Based on the data research, at the end of this game the students won the game got a reward and the lost ones got too. Students felt self-confidence to express his/her ideas freely, students had fun in class, students developed creativity and students increased interpersonal interaction among them and they had fun in classroom.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion that had been explained in the previous chapter, the researcher concluded that the research had answered the research question that was how the use of board game strategy could improve students speaking skill. The improvement of students' speaking skill showed by the analysis of observation checklist and the result of the tests. The observation checklist recorded the board game media, learning materials, teacher performance, students' performance during the implementation of teaching and learning process with board game. The analysis of classroom observation checklist concluded that the board game media, learning materials, teacher performance, students' performance in those aspects improved significantly.

To find out how far board game strategy improved students' speaking skill, it could be seen on the previous chapter about the score of pre-test, cycle 1 test, cycle 2 test and post-test are improved significantly. It also could decrease students' problems in English speaking, such as most of students were not able to respond when teacher asked them in English, they were not able to get the information from teachers' explanation. In the

other hand, teaching English speaking skill by using board game could also make students more active to speak and improved the students' fluency, grammar, pronunciation, vocabulary, comprehension correctly in their learning process. Therefore, board game was appropriate to be applied in improving speaking skill at third grade students of SMA Negeri Bolan.

Suggestion

After conducting the research, the researcher gives several recommendations. First: for the English teacher, the students, and other researchers. For the English Teacher, especially in the speaking activities to give an encouragement to the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. 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. Second: 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 student 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. Third: 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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