

Speaking skill becomes an important thing in the term of communication. In Indonesia, students start to learn English from the elementary school up to junior high school, until they graduate from senior high school. Although they have started to learn English since elementary school, their speaking skill does not develop well.

According to Pollard (2008) in Suputri (2013:8) speaking is the one of the difficult aspects for students to master. Everything is involved when speaking: ideas, what will to say, language, how to use grammar and vocabulary and pronunciation. they are very hardly to learn.

The Students concern not only with the four language skills but also with the English components, for Vocabulary, Grammar, Pronunciation, etc. Meanwhile, those components become a fundamental thing to get speaking skill in English.

Based on observation conducted by the researcher at SMP 2 BANYUGLUGUR, The Interview of the results found some problems during the teaching and learning speaking itself. The first, it was found that many students were unmotivated, bored, and hard to understand in learning speaking. They were also fear to talk in the class, so that is why they had low ability and score in speaking. The second is they were often hard to pronounce the English words. The last , they did not have the ability to convey their ideas.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to be more meaningful.

Wright (1983:1) states that games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or

learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.

The objective of this research referring to the research problem is to know how the implementation of Board Game can improve student's speaking ability of the eighth grade of SMPN 2 BANYUGLUGUR in the 2018/2019 Academic Year.

Speaking ability: The ability of students to express their ideas, feelings, and thoughts through English speaking orally. The aspects of speaking consists of four aspects: Vocabulary, Grammar, Pronunciation and Fluency.

A Board game is a fun game that can help the students to improve their ability in speaking. Board Game can develop students' speaking skill on expressing their ideas on descriptive text especially on describing people. The speaking tests were used as the instrument. This technique improved students' speaking skill in the target language and their accuracy. It also could give positive reinforcement on fluency vocabulary and accuracy while learning within this technique. This technique using an instrument feature picture cards to improve their ideas.

The independent variable is the use of Board Game in teaching speaking ability and dependent variable improvement the students' speaking ability. The population or subject is eighth grade students. The location at SMPN 2 BANYUGLUGUR in the 2018/2019 Academic Year.

There are some experts who have opinion about meaning of teaching speaking. According to Nunan (in Syafiq and Saleh 2012) teaching speaking is to teach English language to produce the English speech sounds and sounds pattern; (1) use words and sentences stress, intonation pattern and the rhythm of the second language; (2) select appropriate words and the sentences; (3) organize their thoughts in a meaningful and logical sequence; (4) use language as a means of expressing values and judgments; and (5) use the

language quickly and fluency. Besides, Syafiq and Saleh (2012) stated that for many years teachers always teach speaking just using repetition of drills or memorization the dialogue but now the teacher should improve students' communicative skills, because in this way students can express their feeling and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In addition teaching speaking is how the teachers can make student produce speech sound and sound pattern to improve students communicative skills.

From the theories above, the writer concludes that speaking ability can helps the students to be able communicate each other using target language and also to make them express their feeling.

The component of speaking ability is the what aspect influencing how well people speak in English. Nugroho (2010:9) states that **vocabulary** is defined as the “word “in foreign language. Words are perceived as the building blocks upon which knowledge for a second language can be build.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, & Keser, (2009) as well as Linse (2005) state those learners' vocabulary development is an important aspect of their language development. In the journalby (Alqahtani, 2015: 22).

Hewings (in Nugroho 2010:8) stated that **pronunciation** is feature of speech that includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, word and intonation. This particular component range from the individual sound that make up speech to the way in which pitch the rise and fall of the voice.

Brown (2001:362) states that **grammar** is the system of rules governing conventional arrangement and relationship of words in a sentence. Grammar is one of the aspects of the language system and essential element of speaking that is related to whether or not the students use correct form of the target language. Teacher has to remember that in teaching the spoken language, he does not only teach how to speak well but also makes the students understand what they mean and mastered the order to speak English well.

Nugroho (2010:9-10) say that **fluency** refers to the ability to talk with normal levels of continuity, rate, and effort and to think ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and continuity. The key of coherence are logical sequencing of the sentence, clear making of stages in a discussion, narration or argument and the use of cohesive devices. Fluency is the ability to speak communicatively, fluently, and accurately. Fluency refers to express oral language freely without interruption.

Games can help the students to revise language they learn. “Games also help the teacher to create contexts in which the language is useful and meaningful”. Board game is one of games which is used to help students learn their lessons in English class easily. According to Parlett (1999): “A board game is any that can be played on a flat surface such as a table or floor.” A board game is a game played across a board by two or more players. The board may have markings and designated spaces, and the board game may have tokens, stones, dice, cards, or other pieces that are used in specific ways throughout the game. Based on definition above, board game is a game using flash card and dice. The flash card contains the words that make students easier to arrange the sentences appropriately with the tenses. This game attract students’ motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they

are forced to learn. They are also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

According to Cormier,J and Lim Sen-Foong (2014), Board Game is a fun game that can help the students to improve their ability in speaking. In this game, students will be divided into groups, each group will get a unique feature picture card. Then, each of the member must describe the contents of the picture card with these unique features. Each group will get 1 picture card feature, where each round will have 1 picture card opened. Each player has a turn for 30 seconds to explain the features in the picture according to the feature card issued. After 30 seconds, the next player must say "Wait, there's more!" And explain the contents of the other features of the feature card that has been explained before. To determine the winner,in the end of the game the teacher will becalculate the scores by assessing the explanation of the contents of the picture card from each group.

According to Metom et al. (2013: 404), related to the rules, the board game has similar concept with monopoli game. A boardgame cards consist of picture cards and a dice. Each group has the opportunity to roll colored dice. The color of the dice obtained will determine the image of each group. Then, illustrated cards that have been obtained must be described by each group member alternately. This will make students more active and courageous in expressing their ideas through words. Teaching by using Board Game would make some improvements; The student's speaking skill would be better because in the teaching by using board game uses pictures will make the students more' interest and active in speaking.

According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world.

The Effectiveness is best estimated in relation to your own goals of teaching. Thus what counts as effective in one context may not be so in another. A beautifully polished lecture which provides the solution to a problem may be considered effective if the goal was merely conveying information. If the goal was to stimulate the students to develop the solution then the polished lecture may be regarded as ineffective.

Low-anxiety is focusing on classroom implications and strategies for reducing anxiety. To decrease anxieties related to instructor beliefs, instructors need to be sensitized to their new role as language teachers in a learning-centered language environment. Instructors can do more pair work, play more games, and tailor their activities to the affective needs of learners. Language games with an emphasis on problem-solving can be an effective way to create interest, motivate students, encourage participation, and reduce language anxiety. Instructors and language programs as a whole must oversee the construction of fair tests that reflect in-class instruction.

Stuart Brown, said that, “ How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul” . In teaching learning, Fun can make the student more enjoying the teachers’ learning, Especially in teaching speaking using board game.

(Hornby, 1995, p. 486)board game can be defined as something or an instrument that is used to attract students’ motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn.

The teachers begin to explain the materials, the teachers use Board Game in order to make the students have more interests, attention and understand about the material. There are five steps that can be applied when the teacher use Board Game: (1) Making a small group, (2) The teacher used dice and cards media, (3) The teacher patches the cards picture on the board, (4) Give the instruction about the rule of the game to the students, and the last (5) Every group should struggle in describing the content of the picture by using their own words.

Action research has the purpose of developing new skill or new approach to solve a problem in the field or the actual problem. In this research, Board Game Strategy is used to Improve The Students' Speaking Ability. Ary et al (2010:512) explains that classroom action research is about taking action based on research and researching the action taken. Action research has been used in a variety of setting including school and environment. It can be used to enhance everyday work practices, to resolve the specific problem, and to develop special project and programs. According to Bruns (1999), action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of actions in it by involving the collaboration and corporation of researcher, practitioners and laymen. She adds that action research is contextual, small-scale and localized. It implies that in doing action research, a researcher identifies and investigates in a specific situation. The purpose of the action research is to make changes and improvements.

The classroom Action Research with cycle model has been applied in this study. This research is conducted collaboratively with the English teacher which is focused on finding the research problem, especially in teaching speaking through Board Game. According to Arikunto (2010:137), there are four steps to do action research: 1) planning of the action, 2) implementing of the action or acting, 3) class observing and evaluation, and 4) and reflections

of the action. If the result of cycle 1 is not satisfied, the cycle would be continued to the next step.

In this **Planning** phase, the researcher prepared lesson plans and the materials. Then we were continued to the **Acting** phase, after all the preparation has been finished the teacher does teaching and learning process and then we were continued to the **Observing** phase, the researcher does the observation towards implementation of the action using Field Notes, The researcher observes the outcome of the intervention and reflected on its effectiveness. In this **Reflecting** phase is aimed to study about the outcomes intervention between the researcher and the English teacher. If the results do not show the progressive, the researcher could revise the beginning plan and continue to the next cycle.

Based on the interview, they were still taught two skills, reading and writing only. It can be the reason why the students' speaking scores were still low. The English teacher said that the students still got problem in the learning of English speaking. The English teacher also explained the material theoretically in the teaching learning process without asking the students to practice their English in front of the class and it caused them to have difficulty to use of the target language. Besides, the students felt bored to study English.

Based on the teacher's data for the basic speaking skill of the students in the eighth grade, the minimum passing grade in speaking class was 70. There were 26 students in the class, 12 students that got score ≥ 70 and 14 students that got score ≤ 70 . From the interviewing English teacher, it could be known that the eighth grade students had problem in learning English, especially in speaking. The researcher got the data only 46% of the students were able to score ≥ 70 , it means that less than 70% of the students had good enough score for speaking achievement. An action is really needed to solve the problem above.

Reflecting is the activity of analyzing the result of observation and test to know how far the development of the strategy's success to solve the problem is or on the contrary what kind of factors can cause failure. The researcher compares the result of the activity with the criteria of success. The purpose of reflection is to find out which of the criteria is achieved or the causes of failure. As long as the criteria of success have not been achieved, the researcher should hold the next cycle until it succeeds.

To calculate the percentage of students in Speaking skill, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of students' speaking skill test.

n = the number of students reaches 70.

N = the total number of students.

(Ali, 1993:186)

The criteria of success is used to find out whether the implementation of the action is achieved. The target score of speaking ability is 70. Based on the preliminary study there were only 46% of the whole students who scored ≥ 70 . It becomes consideration to determine the criteria of success so that, the actions are regarded successful if 70% of students can achieve the minimum standard score requirement that is 70. However if the target not be achieved in the first cycle, the action will be continued at the next cycle.

According to Arikunto (2010:221), reliability is determined by the carefulness of evaluation instrument and the importance of reliability is consistence, how far the test or instrument can be trusted and believable.

Arikunto (2006:196) states that alpha formula is used to know the reliability of the instrument of which the score is not 1 and 0.

The formula is as follow:

$$r_{11} = \frac{k}{k-1} \frac{(1-\sum\sigma_1b^2)}{\sigma^2\tau S}$$

Where:

r_{11} : Reliability of The Instrument

k : Number of Scoring Category Item

$\sum\sigma_1b^2$: Variant Item

$\sigma^2\tau$: Total Variant

The Criteria of Coefficient Correlation

0.00-0.20 = Very Low

0.21-0.40 = Low

0.41-0.60 = Fair

0.61-0.80 = High

0.81-1.00 = Very High

Based on the calculation of try out score, it is known that the reliability score is 0,80. So, the item of the test is reliable.

The teaching learning process at SMPN 2 Banyuglugur started at 07.00 A.M and finished at 13:00 P.M. The total numbers of the students were 194 students in the 2018/2019 academic year. The personnel of SMPN 2 Banyuglugur are a headmaster, 19 teachers, and 4 office employees. The school facilities of SMPN 2 Banyuglugur that support the teaching learning process consisted of school office, hall, library and classrooms.

The researcher had been conducting the research for the students of eighthgrade. The research consisted of two cycles, the first cycle meeting and evaluation of the research was conducted on January 21 and 22, 2019 and the second cycle of the research was done on January 28 and 29, 2019. The implementation of the action was done on Monday and Tuesday.

The actions of the first cycle were conducted in two meetings. The first action was done on 21 January, 2019 and the second action was conducted on 22 January, 2019. The first cycle was done in two meetings. The stages of the activities in cycle one consist of planning, implementing, observing, and reflecting.

Based on the observing for the first cycle it found that many problems, First, the researcher spoke too fast, it made the students could not hear clearly. It happened because for the first cycle the researcher felt nervous because it's the first experience of applying board game, that's why the researcher spoke too fast, so students did not understand the material was explained and it made the researcher shy. Second, the class was too crowded, and only some students paid attention on the researcher explanation, it made the students confused when doing the task and the Third, there were only of students that could answer the task and the others can't generate the ideas. So for the result, the researcher would be fix the problems in the cycle one and would be modified the step.

The reflection was done after calculating the students' score of speaking test in the teaching class. After the researcher had analyzed the result of students score, it was found that students did not achieve the target score of this research. From the result of speaking test, it showed that only 16 of 35 students (51.42%) had achieve the standard score requirement that was 70. And the result of field notes showed that there were many weakness from both students and researcher in the first cycle. The notes in cycle 1 could be seen by the following problems: First, the researcher spoke too fast, it made the students could not hear clearly. Second, the class was too crowded, and only some students paid attention on the researcher explanation, it made the students confused when doing the task. Third, there were only of students that could answer the task and the others can't generate the ideas. The researcher found the causes why the first cycle was not successful. The problems in the first cycle are The first, The researcher spoke too fast it made the students confused about the material, It happened because for the first cycle the researcher felt nervous because it's the first experience of applying board game, that's why the researcher spoke too fast, so students did not understand the material was

explained and it made the researcher shy. In this stage the researcher planned some activities for the second cycle in order to get success.

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 were applied. There were two meetings in the second cycle, the first meeting was held on January 28, 2019 from 07.40 until 09.00, and the second meeting was held on January 29, 2019 from 11.15 until 13.00. Every cycle covered four stages of activities namely (1) planning of the action, (2) implementation of the action, (3) observation, and (4) reflection.

In the second cycle, the researcher can more control the class, the researcher also had a good interactions with the students. The students were paid good attention to the teacher explanation, the students ability in generating ideas were also improved. And the last, the researcher gave reward to the students that can get good score. In general, it can be concluded that all of the programs was running well.

The reflection was done after calculating the students' score of speaking test using board game in teaching learning process. Reflection was done to analyze the result of students' speaking score, then the researcher concluded whether the cycle two was successful or not. The students' involvement and activity in speaking ability using board game is much better than in cycle one.

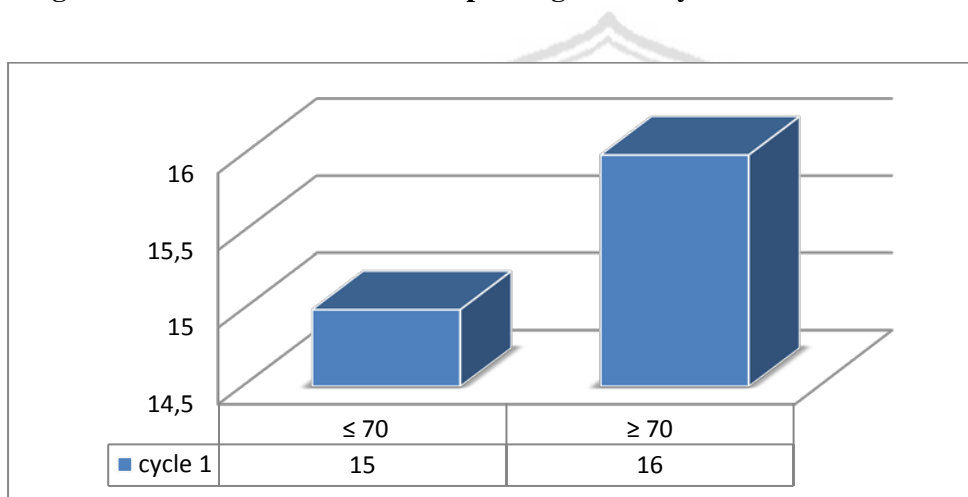
From the result of speaking test, it showed that 29 of 35 students (82,85%) had achieved the standard score of requirement that is 70. The successful criteria was 70. It could be concluded that the second cycle was successful so it was not necessary to continue to the next cycle.

In addition, the result of field notes in the cycle 2 also indicated the increased from both teacher and students in the teaching and learning process. The teacher could control the class condition well. The teacher also had a good interaction with students. Moreover in the cycle 2, the students were paid good attention to the teacher explanation, the students ability in generating ideas were also improved. In general, all of the programs in the cycle 2 were running well.

Table of the Result of Students Speaking Test in Cycle 1

The Data Result	Cycle 1
The Total Number of The Students	32
The Number of The Students who get score ≥ 70	16
The Number of The Students who get score ≤ 70	15
Mean Score	61,1
Percentage Result of Cycle 1	51,42 %

Diagram of The Result of Students Speaking test in Cycle 1



The result of the first cycle test it was 51.42%. It was achieved by at least 70% of the total students. It means that the target score requirement in this research had not been achieved yet.

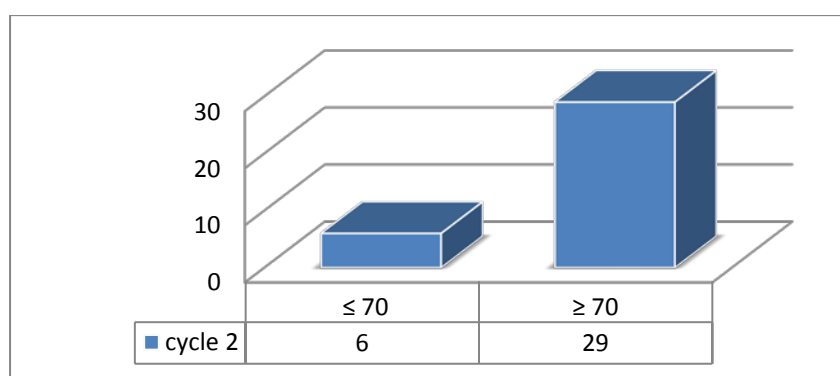
Based on the result of speaking test, it was found that the mean score of the students' speaking ability using board game in cycle 1 was 61.1. As mentioned before, the cycle of this research was considered as successful if the students' average score had reached 70 or more. It means that the target score requirement in this research had not been achieved yet.

Table of The Result of Speaking Test in Cycle 2

The Data Result	Cycle 2
The total number of students	35

The number of the students who got score ≥ 70	29
The number of the students who got score ≤ 70	6
Mean Score	70.9
Percentage Result of Cycle 2	82.85 %

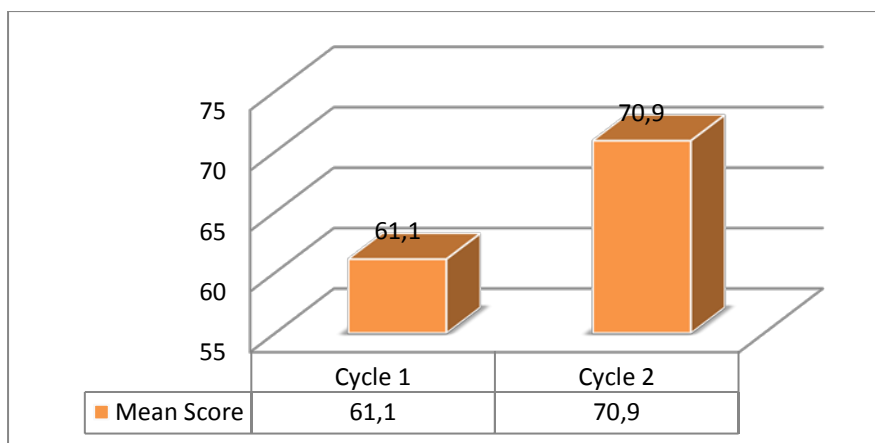
Diagram of The Result of Students Speaking test in Cycle 2



Based on the test result, we found 29 students with score 75 or more. The result of the second cycle test could be 82.85%.

Based on the result of speaking test, it was found that the mean score of the students' speaking ability using board game in cycle 2 was 70.9. It means that the target score requirement in this research had already achieved.

Diagram of the Comparison of Speaking Test



From all of the data above, it can be concluded that Improving The Eighth Grade Students' Speaking Ability by Using Board Game at SMPN 2 Banyuglugur in the 2018/2019 academic year was very useful. The increase of student's scores can be seen from the acquisition of the scores in every cycle.

The success of this research supported the previous research that was conducted by Lia (2015), she was conducted by using experimental design. In her research, she also succeed in applied using board game. It can be seen from the post test average score in third cycle (71.08) was higher than second cycle (51.63.), first cycle (2.032), and second cycle (14.679). Finally, the result of this study also showed that there was significant improvement on students' speaking skills after being taught by using board game. Thus, the treatments could run well and gave a significant effect in improving students' speaking skills.

After implementing the actions in cycle one and cycle two, teaching speaking by using board game in SMPN 2 Banyuglugur was able to improve students' speaking. Teaching by using Board Game would make some improvements; The student's speaking skill would be better because in the teaching by using board game uses pictures that make the students get more interest and active in speaking.

Board games can be used for educational purposes as well. More specifically, there are many studies that indicate the beneficial effects that game playing can bring in teaching and learning of English Language. They can be useful tools

to be used in grammar lessons, as there are many positive outcomes that can be seen after several activities have been carried out in the classrooms. Use of a board game may increase the motivation of students to learn English, as they believe that board game is an interesting and useful method to be used at the school.

Furthermore, board games offer students an enjoyable and relaxing learning environment. While drawing themselves to the games, the students' attention is on the game and not on the grammar or vocabulary elements. Board games help the students to learn and use new words unconsciously. Moreover they assist students to reduce the fear of being judged in public and help them to gain self-confidence. Therefore, this game is effective to be applied in speaking class.

Based on the results of the research that had been done in two cycles, it can be concluded that the use of board game could improve students' speaking ability using board game by patching picture on the board and describing picture fulfilled with their own words. The use of board game made the students pay more good attention to the teacher explanation and the students' ability in generating idea was also improved.

Based on the research result, there are some advantages of this research result which can be used as suggestions for the teacher, the students, and further research, those are described in the following sections.

Firstly, teachers are expected to use board game in teaching speaking. Because by using the game, teacher can expect the students' speaking result well. Because the game can stimulates students' brain in speaking. The second is teachers are expected to develop the teaching of board game by increasing the exercises in speaking. Teacher should give more attention to the students in speaking using board game. Finally, teachers are expected to

motivate the students in speaking in order to make interesting and motivating the students to speak and express their ideas in group.

The students should enrich their vocabulary in many ways, especially descriptive text; using new words along in the classroom activities or their daily life, or even by drilling some new words. So finally, students are able to speak confidently and generating ideas was also improved

The future researcher : The result of this research can be used as source of information or reference to conduct a further research dealing with board game to improve speaking skill using feature picture card as well. Because of the limited time for conducting the action research, the future researchers are suggested to give more attention to the students who are the low achievers and use the result of this research as reference to conduct a further research with the same research design to develop the students' speaking skill.

