ABSTRACT: This study is aimed to develop a board game for speaking activities of grade VIII junior high school students. It modified Hyland model (2003); the researcher developed material based on data analysis taken from preliminary study. The material was validated and tried-out to the eighth graders of SMPN 8 Malang. The result showed that developed product can motivate the students to be active and facilitate them to have fun in learning English.

Key words: a board game, speaking activities, grade VIII students

Indonesian government considers English as a compulsory subject to be learnt. English subject has some learning skills which are listening, speaking, reading, and writing. One productive skill which is used for communication orally is speaking. According to Brown (2001: 267) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Communication is the way individual can show their feeling, tell the thought, ask question, and persuade each other.

One of the goals of teaching English is that how the students use the target language orally which reflects the use of communicative competence into practice and applies it in real communication. It is supported by Nunan (1991: 51) stating "success is measured in terms of the ability to carry out a conversation in the (target) language”. Therefore, it is so essential for the teacher to pay great attention in teaching speaking. The teachers should provide various methods for speaking activities to develop basic interactive skills required for life. Those activities make the students more active in learning process and at the same time make their learning more meaningful and fun.

However, the fact shows that there are many Indonesian students who cannot speak well and do not participate actively in class even they have learnt English for years. The students are still passive in speaking activities that some students are timid to express their opinion or any idea through speaking.

These problems happen to the eighth grade of SMPN 8 Malang. They have difficulties to be active in speaking activities in teaching learning process in the classroom because they are not motivated to speak in front of class although their writing skill is good or when the teacher asks them questions, it is a bit hard for them to express their ideas when the researcher observed the students in teaching and learning process.

One solution that can be conducted so that the students are more active in the teaching learning process in the classroom, especially in speaking activities, is through game. This is supported by Paul (2007: 49) who states that games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning. Games also help the teachers to create contexts in which the language is useful and meaningful.
One game that can be used is board game. It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. The effectiveness of using board game is supported by previous finding conducted by Susanti (2005: 45). She developed a board game for vocabulary learning of grade X senior high school students. The result showed that the students were interested in playing the board game for English vocabulary learning. It also affected the students’ vocabulary mastery. By playing the board game, it improved the students’ mastery in English vocabulary. Susanti conducted the study for vocabulary learning of grade X students while the researcher conducted the research for speaking activities of grade eight students. From the previous finding, it shows that games, especially board games, play important roles for learning English.

According to the statement of the problem, the purpose of this study is to produce a board game for speaking activities to improve students’ activeness and their speaking learning. By using board game as media, the researcher expects that it will be fun and the students will actively participate in it.

It is hypothesized that through games, especially the board game the researcher is going to develop, the students can enjoy the learning of English, especially in speaking activities, be active in learning, and make them not to feel timid to convey their ideas.

METHOD

The procedure of the board game development started with need survey. The need analysis began on 24th and 26th of January 2012. The researcher conducted the need analysis by distributing questionnaires, doing classroom observation, having an interview with the English teacher, and analyzing documents related to teaching learning English at the school.

The questionnaires, which consisted of eight multiple-choice questions and three free-response questions, were intended to find out the students’ educational background, learning styles in learning English, their difficulties in learning English, the difficulties in speaking, and preferred media used for speaking activities. An observation using field note was carried out to know the students’ habit in the classroom and their learning activities in classroom. At the same time, by using an interview guide, an interview with the English teacher was carried out to find out the method that is used by the teacher, the facilities to support the teaching learning English, and the students’ difficulties based on the teacher’s point of view. The document studies were carried out to analyze the syllabus and the course book. By studying the documents, the researcher expected to be able to identify the appropriate topics for materials of Hello School Board Game.

The next step is the material development. The development of the materials for board game consisted of a number of stages which are determining topics based on the syllabus, grouping the topics to be included in question cards, selecting fun things to do for the actions cards, and designing the board game. The topics for the board game cover (1) asking, offering, accepting, and rejecting help,
(2) asking, offering, accepting, and rejecting things, (3) asking, giving, and rejecting opinion, (4) asking, offering, and rejecting information, (5) expressing of agreement and disagreement, (6) responding to the questions, (7) giving attention towards someone, (8) starting, extending, and ending a conversation, and (9) starting, extending, and ending a telephone conversation. The product consists of a game board, dice, counters, ninety question cards which contain questions or statements to be responded by the students orally, and action cards which contain fun actions to do and guess-what-verbs. The name of the board game is Hello School Board Game.

After the trial of the board game was created, it was then reviewed and evaluated in terms of content, utilization, and presentation of the board game by two experts using questionnaires. The experts involved a lecturer of English Department in State University of Malang as the expert of language and an English teacher of SMPN 8 Malang. Any corrections and suggestions from the expert and the teacher were revised.

Next, the product was tried out to the appropriate subjects and setting. It was conducted to the eighth graders of SMPN 8 Malang. Ten students were chosen randomly from VIII-G class and then were divided into two groups to play the Hello School Board Game. The data was obtained by distributing the questionnaires to the students which consisted of the attractiveness of the board game, the understandable of the steps and the rules of the board game, the effectiveness in learning speaking, and the easiness in answering the questions and doing the actions. The data were then analyzed quantitatively to know the percentage whether the board game was ready to be played by other students or not. Any improvements and changes based on the try-out results became the basis of the following revision to reach the comprehensive of the final product/material.

FINDINGS

The data from the expert and teacher validation were analyzed qualitatively. Based on the result of the language expert validation, in terms of the content, it was stated that the question cards had been relevant with the standards of competence, basic competence, and the syllabus. The expert also stated that the vocabulary used in question and action cards and in the game steps and game rules are easy to understand by the eighth graders (game steps and rules can be seen on page 80). There were not any grammar mistakes in them. Revision of the answer keys of the board game was not needed either.

Concerning the general utilization of the board game, the expert gave positive response toward it. Suggestions were given that the score written in the cards should be revised. Giving minus point for the question cards was too unfair as their willingness to speak was being scored as well although they could not answer the questions correctly. For the rules of the board game, the expert stated that it needed some revisions for the existence of the judge in playing the game, while in the game steps, it was easy to conduct for the target students. The expert suggested that the judge was not needed in the game because all the students needed to play together as players. If one student, representative of each group, would be a judge whose duties were writing the players’ scores, keeping the answer keys, and lead the game, the judge would not be able to play along with others. As the judge could not join to play together, the judge would not obtain
scores from the game. Moreover, the scores were obtained to know whether the students could do the speaking activities well and correctly or not.

Based on the result of the teacher validation, in terms of the content, the teacher stated that the question cards had been relevant with the standards of competence, basic competence, and the syllabus. The teacher also stated that the vocabulary used in question and action cards were easy to understand by the eighth graders. There were not any grammar mistakes in them. Suggestion was given for the action cards. The teacher suggested that the action cards should be added from twenty-five into thirty action cards that include some vocabularies that had been taught by the teacher. The diction of giving scores in the cards was suggested as well. If the players could not answer the questions correctly, the players then fail and would acquire minus points. The word “fail” in question cards was not appropriate. If the students were given such a word, it would discourage them to learn.

Concerning the general utilization of the board game, the teacher also gave positive feedback. The teacher said that the board game was easy to play by the target students. Moreover, the teacher also did some board games, such as snake and ladder for teaching activities in the classroom. Thus, the students would be familiar with the board game made by the researcher. However, the teacher did not agree about the scores determined by the researcher. Minus points for wrong answers of the question cards were too unfair as their willingness to speak was being scored as well although they could not answer the questions correctly. Therefore, the teacher suggested that the minimum score for the players, who could not answer the questions correctly, would acquire seventy-five (75) according to the standard of minimum passing grade of the subject, while the maximum score was one hundred (100). The purpose of giving the scores for the cards was to give rewards to the students because students could also be motivated if they were given reward for what they had done. The scores for the action cards did not need to be revised. The aim of giving minus points for doing wrong action in the action cards was in order the students would not take too lightly to do the actions written in the action cards.

In terms of presentation of the board game, the teacher stated that the board game was very attractive. The using of color and some pictures in the squares would make the students interested in playing it. However, the word “game cards” and “dare cards” on the board game needed to be revised. It was better to use “question cards” instead of “game cards”, and “action cards” instead of “dare cards”. In addition, the size of the font of the letters needed to be revised. Font sixteen of Comic Sans MS for both kinds of cards were too big and the size of the cards were also too big. The teacher suggested to make them smaller by changing the size of the font into fourteen and the size of the cards should be made smaller too.

The data collected from the small group try-out were analyzed quantitatively and qualitatively. Quantitative data analysis was applied because the data were processed by using the percentage to determine whether the developed product had already been valid or not, while qualitative data analysis was carried out to accumulate the information about the notes of the product evaluation that needed to be revised.
In terms of content consisting of six questions were about the materials of the board game. Question cards, action cards, game rules, and game steps were included in the materials.

The first one was about how well the students could answer the questions provided. The result showed that 80% respondents were often able to answer them correctly. Therefore, from the data shown, the questions already fulfilled the criteria and did not need any revision. Moreover, it was also supported from the result of the easiness of the question and actions cards. All the representatives of the students said that the question cards were not complicated and the actions cards were easy to do.

Secondly, it was to find out if the students could understand the game steps and rules without asking the teacher or not. The result of the data showed that 50% students could understand the game steps very easily while another 50% said that they were quite easy to understand. No one of the students who stated that the game rules and game steps were difficult to comprehend. However, in the free-response questionnaire, the students commented that they were confused at first how to decide whether the players’ answers were correct or wrong. Thus, the researcher needed to revise the game rules. The researcher should add one more rule about how to decide whether the players’ answers were correct or not. The criteria of correct answer were students could answer correctly by responding or answering the correct expressions and they could answer them with correct pronunciation.

Concerning the utilization of the board game which consists of three questions, 90% stated that the board game was very effective for speaking activities in the classroom. It was proven that the students stated they could improve their mastery in various kinds of expressions in speaking. It was also supported by the result of the advantage of playing the board game. Ninety percent (90%) respondents stated that they could learn and remember the materials of speaking skill from the board game. It was confirmed when the researcher asked the students about some expressions in speaking. Nine of them could answer correctly. In addition, 90% of the students stated that it was enjoyable playing the board game and 80% said that it was easy to play. From the data result in terms of utilization of the board game, the product was valid and did not need any revision (based on the validation percentage on page 26). However, the students seemed to be discouraged when they got minus points if they failed to do the actions correctly. Therefore, the “fail” scores for the action cards should be revised.

In terms of presentation of the board game, 80% respondents stated that they were interested in playing the board game. Eighty percent (80%) of the students said that the board game was attractive. They also checked the cards. The font size and the cards size were readable enough. It was shown from the questionnaires that 90% said that it was very clear and 10% stated it was quite clear. Thus, revision was not needed in terms of presentation of the board game.

The revision was done based on the data that was obtained which were from the experts validation and the small-group try-out. Those revisions became the basic of the final product development.
DISCUSSIONS

As mentioned in introduction, the purpose of this research is to develop *A Board Game for Speaking Activities of Grade VIII Junior High School Students*. It was designed based on Standards of Competence, Basic Competence of current curriculum of 2006 and syllabus of second semester. During the try-out, most of the students enjoyed and were interested in playing the board game. Ninety percent of the students were also very enthusiastic in playing it. It indicates that the materials and the activities in the *Hello School Board Game* are able to increase their motivation and very effective in learning English especially speaking activities. It was shown when the students played the board game. They were active in speaking using various kinds of expressions in speaking that had been taught by the English teacher. After playing the board game, the researcher checked the students’ comprehending about the topics they had played by asking orally. Ninety percent of the students could remember what they had learnt while playing the board game and they could answer correctly.

In this study, the researcher wanted to make the speaking activities enjoyable and fun so the students would be motivated in expressing their ideas. The finding was supported by Suyanto (2007: 3). She states that the students’ interest in using media is reasonable because one of the benefits of using media in teaching is to raise the students’ interest and motivation in learning English. Dale (1969, in Suyanto, 2007: 3) points out that instructional media in the teaching learning process have functions for improving the motivation for learning, providing freshness and variety in classroom activities, encouraging students’ active participation, giving needed reinforcement, and widening the range of students’ experience.

According to Langelling and Malarcher (1997: 42), in terms of affective aspect, games can encourage creative and spontaneous use of language, promote communicative competence, and motivate the students by providing fun and interesting activities. It supports the result of the try-out of the small group that ninety percents of the students were motivated and they participated actively in speaking activities using the board game.

Furthermore, by playing the board game in speaking activities in groups, students can learn how to cooperate each other. One of the rules stated that to determine whether the player could acquire the point based on the decision of the group members. By deciding the answer together, they would work cooperatively and think together what the right answer was. From the result of the try-out of the board game, each team worked cooperatively. This is supported by the statement from Sugar (2002: 8) that games improve teamwork. Because games are real-time activities that bring students into teams, they train students in the rules of working together as a team and underscore the value of team collaboration. By obeying the rules, students were also trained to work honestly. For, the decision of the right answers was decided by the team. Games teach playing within the rules, stated by Sugar (2002: 8). Games continually reinforce the concept that the only way to win is to play within the rules. If an instance of “fair play” or “cheating” is aired, the postgame discussion can deal with issues of cooperation and honesty. Besides, playing in groups can also build the students’ character of working and learning cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. This board game is a task-based media (Nunan, 2004: 5) which can be
used for independent learning. The teacher role and learner role were performed in this game too.

CONCLUSIONS AND SUGGESTIONS

The result of this study showed that the students totally liked the media and the board game could help the students in learning English, especially in speaking activities. Although there were some weaknesses in the media, it is expected that the Hello School Board Game can be one of effective media to increase students’ motivation, make learning fun, and in order to make students not to feel shy or timid anymore in learning English especially speaking skill.

Several recommendations are addressed to further researchers. As the researcher developed media that focus on transactional and interpersonal texts, the next researchers who want to conduct the same study are expected to develop other topics such as genre texts. It is also expected to develop other attractive and challenging products. Thus, the activities may be varied.

In this study, the researcher did not include any documentation in the thesis. It is expected for other researchers to support their study by including documentation in form of pictures or videos. By using them, it can help the other English teachers and other researchers to know the steps how to instruct the students to play the board game.

Because of the limited time, the researcher carried out the try-out of the board game once and the subjects were only ten students. It is suggested for the further research will conduct the try-out of the products more than once and the subjects are more than ten students. Therefore, it can be found out the hindrances that can happen in playing the board game, especially for action cards. The further research is expected to reconsider the items of the action cards whether they are suitable for Indonesian students or not. It is suggested to make the action cards item which is appropriate for the Indonesian students’ characters. In addition, the answer were decided by the students whether they answered correctly or not and the researcher could not assist the students all the time, so the answers could not be reliable. It is suggested that if other researchers are going to develop media for speaking activities will not only make the students be active, but they can also learn how to pronounce the words well and answer the correct expressions based on the answer key.

Another weakness of this study is that the Hello School Board Game is only for eighth grade students who are good in English, listening, reading, and writing, but less active in speaking activities. It is expected that further research can make media, especially board games, which can be broadly used for all eighth grade students regardless their competence in English.

Finally, further research may also be conducted to find out the impacts of diverse activities in the Hello Board Game as media for speaking activities of the eighth grade students. Moreover, the further research can also find other ways how to solve the problems the researcher encountered while producing the Hello School Board Game and make other games that are more attractive and interesting.
REFERENCES


