

DEVELOPING THE “SPEAK AND GO” BOARD GAME TO TEACH SPEAKING FOR GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOL

PENGEMBANGAN PERMAINAN PAPAN “SPEAK AND GO” UNTUK MENGAJAR SPEAKING SISWA KELAS VIII SEKOLAH MENENGAH PERTAMA

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Abstract

The objectives of this research were: 1) to find out the target and learning needs of learning speaking of Grade VIII junior high school, and 2) to develop an appropriate board game to teach speaking to Grade VIII junior high school students. This research was classified into research and development (R&D) study. This study adapted the ADDIE steps proposed by Branch (2009). They are analyzing, designing, developing, evaluating, and revising. The subjects of the study were 31 Grade VIII students of SMP Negeri 2 Wedi. There were two kinds of data: quantitative and qualitative data. The quantitative data were collected by distributing questionnaires to Grade VIII junior high school students for needs analysis and to an expert for expert judgment. Then, the data were analyzed quantitatively through simple descriptive statistics. Meanwhile, the qualitative data were obtained from the interview with the English teacher and then were analyzed using qualitative data analysis model proposed by Miles and Huberman (1994). The final products of this research are the board game for Grade VIII students and a guidebook for teachers. The target needs are that the students need language function, vocabulary, and grammar to help them speak communicatively and fluently. They also need to learn head, ellipsis, and backchannel as features of spoken grammar. Then, the students need *Asking for and Giving Opinions*, *Asking and Stating about Abilities*, and *Asking and Telling Information about Daily Routines*. In terms of learning needs, the inputs are in the form of short dialogue or monologue. The activities are carried out by playing the game, doing role plays, identifying the meaning of some words, and identifying the features of spoken grammar in the classroom in group. The students' role in the class is to participate actively. Meanwhile the teacher's role is to be interactive teacher. The developed media consist of six components: a game board, three topics of instruction cards, achievement stars, achievement cards, a set of rules, and the game pieces (6 pawns and 2 dices). The teachers' guidebook consisted of the description about the board game, how to use it, and sample activities before playing it based on the given topics. From the results of the expert judgment, the overall mean score for the developed media is 3.29 which is “Very Good”. Therefore, the “Speak and Go” board game is able to help the students learn to speak in the speaking class.

Keywords: *speak and go*, board game, speaking, Grade VIII

Abstrak

*Penelitian ini bertujuan untuk: 1) mengetahui target dan kebutuhan siswa kelas VIII dalam pembelajaran speaking dan 2) mengembangkan permainan papan yang sesuai untuk mengajar siswa kelas VIII. Penelitian ini merupakan penelitian Research and Development (R&D). Penelitian ini mengadaptasi langkah-langkah ADDIE dari Branch (2009). Langkah-langkah tersebut adalah analisis, desain, pengembangan, evaluasi, dan perbaikan. Subjek dalam penelitian ini adalah 31 siswa kelas VIII SMP Negeri 2 Wedi. Ada dua jenis data dalam penelitian ini: kuantitatif dan kualitatif data. Data kuantitatif diperoleh dari distribusi kuesioner kepada siswa kelas VIII untuk analisis kebutuhan siswa dan dari penilaian ahli. Data tersebut dianalisis secara kuantitatif menggunakan descriptive statistics. Sementara, data kualitatif diperoleh dari wawancara guru Bahasa Inggris, dan dianalisis menggunakan teknik pengolahan data kualitatif dari Miles dan Huberman (1994). Produk akhir dari penelitian ini adalah permainan papan untuk siswa kelas VIII dan sebuah buku panduan untuk guru. Target dan kebutuhan siswa dalam pembelajaran adalah siswa membutuhkan struktur teks, kosakata, dan tata bahasa untuk membantu mereka berbicara secara komunikatif. Mereka juga membutuhkan head, ellipsis, dan backchannel sebagai fitur tata bahasa lisan. Kemudian, siswa membutuhkan topik *Asking for and Giving Opinions*, *Asking and Stating about Abilities*, dan *Asking and Telling Information about Daily Routines*. Input yang dibutuhkan siswa berupa dialog/monolog pendek. Aktivitas yang diinginkan siswa adalah bermain peran, mengartikan kosakata, dan mengidentifikasi tata bahasa lisan di dalam sebuah grup di dalam kelas. Siswa ingin berperan aktif dalam kegiatan di kelas. Sementara siswa ingin guru yang interaktif. Media yang dikembangkan terdiri dari: sebuah papan permainan, tiga topik kartu instruksi, bintang penghargaan, kartu penghargaan, peraturan, dan 2 dadu serta 6 bidak. Buku panduan guru terdiri dari deskripsi tentang permainan, bagaimana menggunakannya, contoh aktivitas sebelum memulai permainan. Dari hasil penilaian ahli, nilai rata-rata*

dari seluruh aspek adalah 3.29 yang termasuk dalam kategori “Sangat Bagus”. Karena itu, permainan papan “Speak and Go” dapat membantu siswa untuk berbicara di kelas.

Kata Kunci: *speak and go, permainan papan, berbicara, Kelas VIII*

INTRODUCTION

The goal of English language teaching in junior high school in Indonesia is that students are able to comprehend and produce English in spoken and written form, then apply it into their daily life communication. As it is stated in Ministerial Decree No 24 Year 2016 about Core Competences and Basic Competences of Subjects on Curriculum 2013 for Elementary and High School Education, the aim of English subject in junior high school is to develop students' communicative competences in interpersonal, transactional, and functional discourse by using variety texts in English both spoken and written, and using accurate and acceptable linguistic elements coherently in their real life.

To reach the goal of English language teaching, there are some components needed in the teaching and learning process. They are teachers, students, teaching materials, teaching techniques/methodologies, teaching aids/media, classroom management, and evaluation/assessment. Those components are not able to be separated because they are interrelated to each other.

Among those components, media are the one that most of teachers pay less attention to. It can be seen that many English teachers in junior high school in Indonesia use homogeneous media while teaching in the class. Based on the researcher's experience while conducting the observation for Teaching Practicum Program in SMP N 15 Yogyakarta, it was found that the teacher rarely used the various media while teaching especially for teaching speaking. The teacher mainly focused on how she delivered the materials to be understood by the students. Moreover, she explained the materials mostly using the students' mother tongue in order to make them easier to comprehend the materials. Then, in producing step, she asked the students to make a dialogue then practice it in front of the class.

The situation above was in line with the statements of English teacher of SMP N 2 Wedi.

Based on an interview done for conducting needs analysis, she stated that she found it difficult to find the variation of the media use. Moreover, she also stated that she did not have much time to create or to develop the media by herself. She usually used videos in the laboratory as the media, and then asked the students to repeat what it was said in the video. Therefore, when her students looked bored with the use of the video, she would explain the materials by defining the language expressions in the book, and then asked them to do role plays. However, the students usually write the script first, and then they read it aloud in front of the class.

From the situations, it can be concluded that the teachers mainly focused on how they deliver the materials to be understood by the students. It is important to make students understand what the materials are about, yet in speaking class, it is also important to encourage students to speak in the class.

Speaking becomes a crucial aspect of language. It is because when people master a language, they prove it by speaking the language (Richards, 2008). In other words, speaking can be a measurement of someone's achievement in language learning. On the other hand, many people do not like speaking in front of others, especially speaking in foreign language, even though speaking comes naturally to humans (Davies and Pearse, 2000). Therefore, teachers need to encourage students to speak in the class.

To encourage students to speak in speaking class, teachers should be able to provide not only interesting activities but also interesting media. Many experts believe that interesting media are able to stimulate the students' attention and interest in the teaching and learning process. Therefore, it is able to enhance the students' motivation to learn. As it is stated by Harmer (2007), students learn better when they are engaged with what is happening in the teaching and learning process and the students are engaged when they are highly motivated.

There are some types of media that can be used in the class. Gerlach and Ely (1980) classified media into several types. They are still pictures (e.g. photograph, flashcard), audio (e.g. tape recording), motion pictures (e.g. movie, video song), television, real things and models, games and simulation (e.g. board games, role play), and programmed and computer assisted instruction.

From the classification, games and simulation i.e. board games, can be interesting media to encourage students to speak in the speaking class. It is because board games are not only entertaining but also able to make the students engage to the learning process without anxiety. Furthermore, there are many research about the effect of board game on students' speaking ability. The result of those research show the significance of using board games as an alternative way to reduce learners' speaking anxiety in the classroom. In addition, board games encourage communication, collaboration, and empower student by helping to build self-confidence (Fung & Min, 2016; Treher, 2011).

There are some kinds of board games, which are familiar to the students and commercially available, such as Monopoly, Snack and Ladder, Scrabble etc. However, those board games are not suitable to reach all language functions covered in the curriculum. Monopoly, for example, is maybe suitable only to teach money and transaction, because the instruction cards and the rules are only lead the players to win the games by collecting money as much as possible. Therefore, it cannot be used teach other language functions.

On the other hand, teachers need a kind of board game that stimulates the students to know and to speak some language functions that they need to use in their daily life communication. Moreover, teachers also need a kind of board game that can be used flexibly to teach some language functions covered in the curriculum, so that teachers do not need to find, or to create other board games while teaching those language functions.

Based on the previous explanation, this research aims to answer the questions on:

1. What are the target and learning needs of learning speaking of grade VIII junior high school?
2. How is an appropriate board game to teach speaking for grade VIII junior high school students developed?

RESEARCH METHOD

This research is an Educational Research and Development (R & D). This type of research aims to develop a product that can be applied in the educational program. It is an effort to evaluate the current education products and to develop the effective education products. The products include the teaching materials, teaching methods, and also teaching media (Gall, Gall, and Borg, 2003:569). The ADDIE (analyze, design, develop, implement and evaluate) procedure proposed by Branch (2009) were adapted to be used in this research. The procedure conducted became (1) analyzing, (2) designing, (3) developing, (4) evaluating, and (5) revising. This study was conducted on June 2017 and the research subjects were 31 Grade VIII students of SMP Negeri 2 Wedi, Klaten.

The data for this research were quantitative and qualitative data. The quantitative data are collected from distributing two types of questionnaires. The first questionnaire was distributed to the students to obtain the data for the needs analysis. The data were then analyzed using descriptive statistics. The percentage of each answer in the questionnaire was calculated to define the students' preferences. The second questionnaire was used to obtain the data for the materials evaluation through the expert judgment of the developed materials. The four-point Lickert-Like scale was used in the expert judgment questionnaire. The data then were analyzed using a formula proposed by Suharto (2005). The qualitative data were collected through an interview with an English teacher of SMP Negeri 2 Wedi, Klaten. The data were analyzed using qualitative data analysis model proposed by Miles and Huberman (1994).

RESEARCH FINDINGS

The needs analysis was conducted on June 9, 2017 and June 13, 2017 in class VIII F at SMP Negeri 2 Wedi, Klaten. The needs analysis was conducted by interviewing the English teacher and by distributing a questionnaire to 31 respondents. There were around 16 questions for the interview, and there were 35 questions in the form of multiple choice in the questionnaire.

This questionnaire was divided into five parts. Firstly, it was to know about the students' personal informations. The second part was to know about the goals of the students in learning English. The third one was to know about the target needs. The next part was to know the learning needs. The last one was to know about the characteristics of appropriate board game to teach speaking to grade VIII junior high school students.

The results showed that the students' goal in learning English was to be able to communicate using English. The target needs were divided into three aspects which were necessities, lacks and wants. In term of necessities, the students needed language function, vocabulary, and grammar to help them speak communicatively and fluently. They also needed to learn head, ellipsis, and backchannel as features of spoken grammar. Besides that, the students also have difficulties in the learning process. They stated that they have difficulties in accomplishing communicative function based on the situation, participants and goals. They still found it difficult to speak with others using the appropriate language function. Moreover, the students had difficulties in understanding the meaning of words in English, since sometimes a word can have different meaning when it is used in different sentences. Then, besides the meaning of the words, they also needed to know about the synonym and opposite meaning of the words. Then, in terms of spoken grammar, the students had difficulties to introduce a topic before giving more information about it. Then, they also stated that they had difficulties to omit the elements in a spoken structure. Furthermore, the students wanted to learn *asking and stating information about abilities, asking for and giving opinions, asking and telling about daily routines*.

In terms of learning needs which include input, procedures, settings, teacher's role and learners' role the students wanted short monologue or dialogue in the form of audio recording as the input. They also thought that the recording will be effective in no more than two minutes. For the procedures, most students preferred playing games and doing role plays for the speaking activity. Then, for the activity that they desire to have in learning vocabulary is to find the meaning of the words and to complete the blank spaces in sentences with the provided words. Furthermore, the activity of learning spoken grammar, most of the respondents agreed to identify the spoken grammar features in a video or audio. For the setting, the students wanted to do the activities in group in the classroom. In terms of teachers' role, they preferred the teacher often interacts with them and give feedback to them while for the learners' role, they wanted to participate actively in the learning process.

In terms of the characteristics of appropriate board game to teach speaking for VIII graders, the students believed that board games can help them meet the objective(s) of the instructional process. Then, for the group organization, the students stated that a board game is better played by 4-6 persons, and that playing a board game to learn speaking is better done with anyone in the class (classmate). They also stated that the board game will be effectively played in 30-35 minutes in the classroom or in the schoolyard. For the level of sophistications that includes the look of the board game, the students preferred cartoon pictures to make the board game look nice. Moreover, they chose the square track with no ending point on it. It is because they like playing Monopoly that has the similar track. In terms of the shape of each path, most of the respondents preferred the square paths to make the board game look nice. In terms of rules, the students stated that a player become the winner if he/she collect the biggest point. They chose to skip their turn once they are not be able to accomplish the instruction written on the cards.

After the students' needs were analyzed, the next step is developing the design of the media. It includes designing the course grid and the board

game design. The course grid is designed in order to define the task inventory and the performance objectives. The course grid, then, plays the role as a guidance to make the content of the instruction cards. There are five main components in the course grid. They are topics, basic competences, indicators, cards, and learning materials. Meanwhile, the board game design is generated to describe the first concept of the board game. The results of the needs analysis are used to develop some components of the design. Besides, the curriculum 2013 is also used as a source in developing the design of the board game since the developed media should be related to the curriculum.

The design includes the components of the board game, and the guidebook for the teacher. There are some components of the media. The first component is a game board. The game board is the most important component of the board game since it is the central of the game. The second one is instruction cards, which are divided into two: Green Cards and Red Cards. The next component is dices. There are two six-side dices for the board game. Then, game pieces are the next component of the media. The game pieces are pieces on a board to display the action of the players during the game. There are six game pieces with different colors in the board game. The next component is achievement stickers that are divided into three levels of achievements. Then, the next component is achievement cards. They are the cards to note how many achievement the players get. It can be a peer assessment result. The next component is rules. The rules are the guidance for the player to play the game and be the winner. Finally, the last component is guidebook for the teacher. The guidebook aims to help the teacher use the board game in the class. The guidebook contains the description of the components of the board game, the rules, and instructional step in every topic covered in the board game, and sample activities before playing the game.

The next step is developing the media into the real concept. The design in the previous step is started to develop into the real concept. The developing media is divided into several parts.

First of all, it is started by deciding the theme of the board game. The second thing is visualization of the media including the logo and the layout of each components. Next, it describes the rules. Then, the next part is developing the activities for the instruction cards based on the course grid designed in the previous step. Finally, it is developing the guidebook for the teacher.

After the product is developed, it will be assessed by the expert. It aims to determine if the developed media is consider as a good medium to use in the speaking class. In order to do that, a questionnaire was distributed to the expert. There are two main parts of the questionnaire; they are the quality of the media and the quality of the guidebook for the teacher.

In the quality of the media part, there are three aspects to be assessed. The first part is about the content of the media, the instruction used in the media, and technical design of the media that includes the look, the rules of the media, and the ease of the media use. Meanwhile, to assess the quality of the guidebook for the teacher, there are five aspects provided in the questionnaire. Those aspects include the function of the guidebook, the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The result from the expert judgment was satisfying with the overall mean score 3.29 which were in the category of "Very Good". From the expert judgment process, some comments and suggestions about the developed materials were also given. These results, comments and suggestions were later used to revise the first draft of the developed materials.

CONCLUSIONS

There are some conclusions drawn in this part. The first conclusion is about target and learning needs. The students agreed that they need speaking skill as one of important skills in English. Then, they also agreed that they needed language functions, vocabulary, and grammar to help them communicate orally. Next, for the necessities of the macro/micro skills of speaking, they agreed that they needed to be able to produce fluent speech.

Moreover, they also stated that they needed backchannels, and heads as the features of spoken grammar to help them speak fluently. In terms of lacks, the students claimed that the macro/micro skills of speaking which they had not mastered yet was to accomplish communicative according to situations, participations, and goals. In terms of vocabulary skill, they agreed that they lacked in knowing the meaning of the words in the appropriate context, since the vocabulary depth that was mastered by the most of them was no more than 100 words. Then, head and ellipsis were the features of the spoken grammar they had not mastered yet. Meanwhile, in terms of wants, the top three topics chosen by the students were *Asking and Stating the Abilities*, *Asking for and Giving Opinions*, and *Asking and Telling Information about Daily Routines*. The students agreed that short monologue or dialogue could be the best input to help them meet the target situation (goal). Then, playing game and doing role plays were the activities that they wanted to have in order to learn speaking in the class. Next, in order to master the vocabulary, they wanted to find the meaning of the words and to complete the blank spaces in the sentences. Furthermore, in terms of spoken grammar, activity they wanted to have was identifying the features of the spoken grammar in an audio or video. In terms of setting, they agreed that they liked to learn speaking in the class and to do the activities in a group. Moreover, they preferred to participate actively in the learning process, meanwhile they expected that the teacher often had interactions with them.

The next conclusion is to develop the appropriate media. The first thing to do is designing the course grid and the board game design. The course grid was designed in order to define the task inventory and the performance objectives. The course grid, then, played the role as a guidance to make the content of the instruction cards. Meanwhile, the board game design was generated to describe the first concept of the board game. The next thing is to develop the design of the course grid and the board game into the real concept. Finally, the last thing is to assess the developed board game by conducting the expert

judgment. From the results of the expert judgment, the overall mean score of the media was 3.29, which was categorized as "Very Good". It can be concluded that it is possible to use "Speak and Go" board game as a media to teach the students to speak in the class. The developed media will encourage the students to speak communicatively through fun way.

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