

DEVELOPING “SPEAK IT UP” BOARD GAME IN SPEAKING SKILL FOR UNDERGRADUATE EFL STUDENTS

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Abstract

One of the goals of teaching English is that how students use the target language orally. Yet, many problems are still found in English speaking class to EFL students. Lack of vocabularies and some psychological factors are really believed as major problems in speaking class. This study focuses on developing an instructional medium in the form of a board game namely “Speak it up!” to be used as the teaching medium to teach speaking for undergraduate EFL students. This board game is designed for the undergraduate EFL students to practice English. Considering one of benefits of instructional medium is believed to be a strong way to facilitate students to speak English. Moreover, this media will be one of solutions as instructional medium to teach speaking especially in language function theme. That is why, this research is going to develop a medium which based on the needs of instructional medium to make the learning process of speaking become active, effective and enjoyable. This research is developed based on the Design and Development (D&D) model. The data are gained from the experts’ judgment evaluation result, which is available of the expert judgment checklist. Then, all data are both analyzed qualitatively and quantitatively using mean score. The study categorized as a succeed study as the developed material met the criteria of a suitable learning material.

Key words: Speaking, Media, Board game

INTRODUCTION

Learning to speak and to communicate is the main goal of learning English (Nunan, 2003). Therefore, the goal of teaching learning process is more oriented in students' speaking ability and to show their performance as well. Yet, it cannot be denied that there are still many problems to teach speaking in the English as foreign language (EFL) class.

There are two problems which pre dominate students as they speak English. The first problem is the lack of vocabularies. It is inline with Liu and Jackson (2008) claims that the lack of vocabulary is a major obstacle for foreign English learners to achieve the stage of speaking skill. This obstacle is also being a reason why they cannot express their ideas clearly and accurately in English.

The second problem is psychological consideration of students. There are several psychological factors that prevent students from practicing their speaking. These factors, such as fear of making mistakes or anxiety, are generally caused by their fear of being laughed at by their peers, (Juhana, 2012). The students often feel anxious and uncomfortable when they are asked to speak English because of fear making mistakes. Thus, they become overly mindful and less confident when they are speaking English. Besides, a class with a large number of students, low speaking proficiency, insufficient teaching aids, and non-English speaking environment (Chen&Goh, 2011) are also as contributing factors to inadequate speaking class.

Moreover, learning to speak English requires active participation of students in the classroom. However, the inconsistency between class conditions and learning objectives as well as the factors mentioned above prevent students to apply English in their daily life. A way which is believed to improve the use of English by students is to apply games in learning activities. Kapp (2012) argues that game is interactive because the players interact with other players during the

match, they follow the game rules and the context presented during the match.

By applying game in a speaking class, it encourages students to speak English actively. Boardgame is one of games which is able to applied in a speaking class to stimulate students to be interested in speaking English and improve their speaking proficiency. Smith (2006) states that boardgame is not random. Yet, it is limited by certain contexts which is usually structured and controlled by rules. This board game primarily involves a moving-maker that moves along the way on the boardgame. We often find the example of the most popular boardgame in Indonesia, such as; Monopoly and Snake & Leader. In addition, some of these board games imitate the real life situations. By playing it, we can create joyful and fun learning environment for students to learn English, especially speaking skill.

There are several previous studies related to the use of board games in teaching speaking. Putri, et al (2016) conducted a study on the effectiveness of using boardgame in speaking. The results of the experimental research revealed that the use of board games can improve students' English speaking skills.

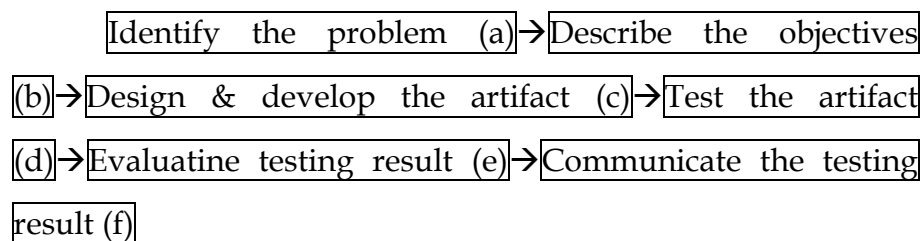
In the same year, Fung & Min (2016) conducted a study entitled the effect of using board games for speaking skills for students with low proficiency levels. The findings of this study reveal that board game is a useful tool for engaging students' participation in class and for improving the speaking ability of low proficiency students.

In addition, Rohdiana (2017) conducted developmental research on communicative boardgame for speaking on descriptive text. Respondents of the study were junior high school students. The results of this study indicate that students show positive response and agree that board games are very helpful for them in learning English, especially in the context of descriptive texts.

Due to as reviewed above, modified game like Monopoly Board game is needed as a new medium to help students speak descriptive text easily in a fun way. Because games create fun and relaxing atmosphere (Uberman, 1988) may improve each other. When students play, they constantly use language (Mooney, 2000). This research focuses on boardgame as a medium in teaching speaking speaking. The fundamental difference from this research lies in the type of board game used in this study is a combination and modification of the snake-ladder and monopoly types. Another difference is that the subjects designed and used in the development of the board game in this study are the language function which is adjusted to the level of difficulty and proficiency of the undergraduate students.

RESEARCH METHOD

This study used Design and development method with quality approach. This refers to the design and development of a product using a 6-phase model which is the first to identify problems, describe objectives, design and develop artifacts, subject artifacts for testing, evaluation of test results and communicate the results.



Design and Developmental Research Model by Peffers (2007)

Since the research was intended to develop a new game as teaching media, media and material experts were involved to validate that it would be appropriate to use as a medium of an instruction. The material expert was the English Lecture of a University in Jember West Java, while the media expert was a

Teaching Media and Technology lecturer in Jember. To develop the game, preliminary and main field tests were done. The small scale field tests were conducted in IAIN Jember, to know the students response toward the game. The samples of the population were 5 undergraduate students in the preliminary field test and 12 undergraduate students in the main field test.

The samples were taken randomly. The data of this study were collected using three instruments; an observation checklist, an interview guidelines and a questionnaire. An observation checklist was included to the structured observation and was used to get the data. The interview was done with the students who joined the field test. It was aimed to know the students' responses toward this boardgame. There were four indicators covered in the questionnaire: i.e. the suitability of the material for the students, the effect of the product towards the students, the applicability, the design and the language of the game. The Open ended questionnaire was used both media expert and material expert. The items in the questionnaire were about the appearance, the content of "Speak it up" Board game, and also the students' behavior while playing the game. In conducting this study, a qualitative data analysis was used. The data was analyzed based on the order of data collection technique. First, the data gained from the questionnaire filled by the experts were analyzed to revise the product to be tested in main field. Second, the data got from observation checklist and interviews were analyzed too. After the main field testing was done, the data from experts' answer on the questionnaire, the result of the interview, and the observation checklist were analyzed.

FINDING AND DISCUSSION

FINDINGS

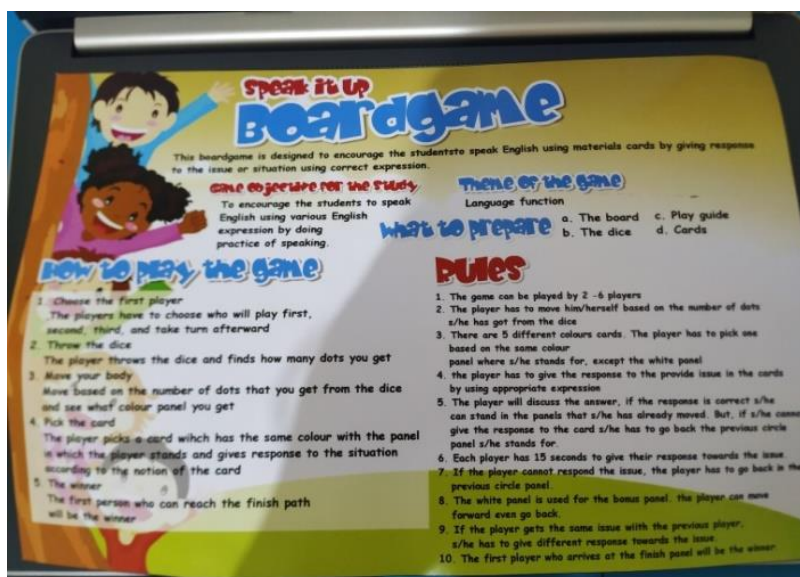
Design and Developing “Speak it Up” Boardgame



Picture 1. the Product of Board Game



Picture 2. the Cards of Boardgame



Picture 3.

The Rules How to Play the “Speak it Up” Board Game



Picture 4. the Dice

As seen on Picture 1, the revision version of Speak it Up Board game is a modification and combination of snake & ladder game and monopoly. In the conventional snake and ladder's board, there are 100 spaces with the order numbers, while Speak it Up Board games still used 50 numbers coupled with the cards provided in each number. In modifying "Speak it up" Board game, the researchers needed to construct the materials and tasks, they are related to speaking activities. This board game consists of a large and big board (450cm x 300cm), one big dice (17cm x 13cm), 50 laminated expressions cards which have same color with every single number on snake and ladder board game.

The zones in this game are:

1. Start Zone (All the players from each group start the game from this zone). To decide who goes first, each player rolls the dice. Whoever gets the highest number, they will play firstly.
2. Number zone (all players pass through this number zone). This number zone has five different colors according to their themes. Red colors are for the theme of asking and giving opinion, the blue colors are for the theme of asking and giving suggestion, the purple colors are for the theme of agreement, the pink colors are for the theme of asking apologizing and the yellow ones are for the theme of expressing gratitude. There is no specific classification in determining color here. Players who stop at zone number 3, which is purple, then the player must take a purple card which contains the situation with the theme of agreement. Next, the player must read out the situation written on the card and then give a response in the form of an expression of the agreement. Likewise, when a player stops in another number zone.
3. Stair Zone. Players who stop in this ladder zone have the right to go up to the number that the ladder points to.

4. Snake Zone. The player who stops in this snake zone must drop to the number that the snake is aiming for.
5. Finish. The player who gets to the finish zone first is declared as the winner in this "speak it up" board game.

How to play the game

1. Choose the first player

The players have to choose who will play first, second, third and take turn afterward.

2. Throw the dice

The player throws the dice and finds how many dots you get.

3. Move the token/ pion

Move based on the number of dots that you get from the dice and see what color panel you get.

4. Pick the card

The player picks a card which has the same color with the panel in which the player stands in and gives response to the situation according to the notion of the card.

5. The winner

The first player who can reach the finish path will be the winner.

The Rules in Speak it Up Boardgame

1. The game can be played by 2 – 6 players.
2. The player has to move his token/pion based on the number of dots s/he has got from the dice.
3. There are 5 different colors of cards. The player has to pick one based on the same color panel where s/he stands for.
4. The player has to give the response to the provided issue in the cards by using some word or phrase given in the cards.

5. The group will discuss the answer, if the response is correct s/he can stand in the panels that s/he has already moved. But, if s/he cannot give the response to the card s/he has to go back to the previous circle panel s/he stands for.
6. Each player has 15 second to give their response towards the issue.
7. If the player cannot respond the issue, the player has to go back in the previous circle panel.
8. The player who arrives at the finish panel will be the winner.

Review from Material and Media Experts

Based on the data obtained from the questionnaire given to the material experts, it was revealed that the modification done to be Speak it up Board Game was really good. They believed it would make the students more enthusiastic in learning. In line with this, review from media experts contained judgment of the design and appearance of the game. According to the media expert Communicative Board Game would be able to increase students' enthusiasm in learning and it was appropriate to become a media in learning English especially in speaking. It will create joyful and fun learning atmosphere.

DISCUSSION

Result from the observation, questionnaires and interview with the material and media experts, it reveals that "Speak it up" Board game is appropriate to use as a media to teach speaking for undergraduate students. By playing the game, the students will learn how to speak English more easily. In this study, the researcher developed a board game to teach speaking skill which was based on four criteria presented by Willis (1996) namely exposure, use, motivation, and instruction. The first is **exposure**. This board game gives chance to the students to experience the real spoken of the language use. Second, **use**, this board provided the situation cards that were

used as a stimulus for the students with which the students would speak up the language by giving response toward situations provided in the game. Third, **motivation**, since the way to play the game gathered them in a group or small number of students (two to six players) the student will be able to learn by listen their friends and speak the language. The last, **instruction**, since this board offers chance to focus on the form of the expression of language function the students learn by read, listen, and also speak up any varied of expression provided on the situation cards. The speaking board game "Speak it up" was easy to play and encouraged the students to speak up their idea.

The results were in line with Wright's statement (2006) that games are motivating and engaging, often challenging, and they provide an opportunity for the students to interact with others. This is only possible because games can increase the students' confidence. The students' belief that they are fully capable of accomplishing a task while doing game can increase their confidence in practicing their speaking skills. The students can be very frustrated when they do not have sufficient words or grammar mastery to express themselves (Harmer, 2007), but since games can lower their anxiety, students will not be discouraged to practice their speaking and make mistakes. This medium made learning enjoyable and fun and encouraged the students to speak up his mind by giving the responses to the situation cards provided in this board game. This game could minimise the students' bore dome by providing a challenging part, in which the students would compete with each other to be the fastest to reach the finish panel. This was because the challenge in a game was necessary as it could motivate the students to be engaged in the game (Wright, 2006).

This educational product met with the students' needs. This board game was used to make the learning of speaking more fun and meaningful to sustain the students' psychological aspects such as the lack of confidence and fear of mistakes.

Therefore, the shy also the lack of confidence students could break the barrier of a fear to express the idea spontaneously.

Despite of the strengths of this game, however, there was also a weakness that the researcher encountered. The weakness was the limitation of the players of this game. Approximately only two to six students could play this game. Thus, this game was not suitable to be played for larger group of students.

CONCLUSION AND SUGGESTION

Based on all processes in developing this boardgame, "Speak it up" board game could be used as the instructional medium to teach speaking especially language function. This board game helped the students express their idea by giving the response from some situation cards provided in this board game. From the researcher's observation, this educational product in the form of a board game named "Speak it up" could help the students with the lack of confidence because this game offered the enjoyment and create the active atmosphere.

From this study the researcher gave some suggestions related to the weaknesses of this educational product called "Speak it up-boardgame" used as the media to teach speaking for undergraduate students.

We would like to present some suggestions. Firstly the teacher should act as a facilitator, guide the brainstorm and gives feedbacks to the students. Secondly, Since this board game can be used only for two to six students therefore the teacher have to provide more than one package to be used for the whole class students with smaller size. The teacher can also have other materials in the situational cards by changing the topic on the card with the newest situation or the newest update among the society to make it updated. For the future researcher who would like to develop the board game as the educational medium for teaching English especially in speaking, they can change the theme, design, and topic that is match with the syllabus. Also, the board game can be used for

the other skills in English teaching, for instance reading, listening even writing.

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