


THE USE OF BOARD RACE LANGUAGE GAME TO IMPROVE STUDENTS' SPEAKING ABILITY

Maisaroh Afidah¹, Nunung Anugrawati², Eka Prabawati Rum³

Universitas Muhammadiyah Makassar, Sultan Alauddin, Makassar 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: November 21, 2020 Revised: January 08, 2021 Accepted: February 09, 2021 Published: April 25, 2021</p> <p>Keywords: Pre-Experimental Board Race Game Speaking Ability Pronunciation Vocabulary</p>	<p>The objective of this research was to found out whether or not the use of board race language game can improve students' speaking ability at SMA Negeri 9 Makassar. The researcher used a pre-experimental research as design method and gave pre-test, treatment and post-test. The sample of this research was XI MIA 5 class of SMA Negeri 9 Makassar which consisted of 30 students. The sample was taken by used Purposive Sampling Technique. Based on the result, the mean score of students' pronunciation and vocabulary before and after the treatment improved. The students' pronunciation scores from 58.14 to be 84.25 and the students' vocabulary scores from 57.69 to be 87.29. The differences mean score of pre-test was higher than pre-test. The value of T-test in pronunciation $18.38 > 2.04$ and the value of t-test in vocabulary was $20.57 > 2.04$. The alternative hypothesis is accepted and the null hypothesis is rejected. It means that using of board race games as a teaching technique in teaching speaking can improve students' speaking ability at eleventh grade of SMA Negeri 9 Makassar in term of accuracy.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Eka Ardina Pratiwi, Nunung Anugrawati, & Eka Prabawati Rum. (2020). The Use of Board Race Language Game to Improve Students' Speaking Ability at SMA Negeri 9 Makassar. English Language Teaching Methodology, Vol (No), xx-yy. doi: https://doi.org/10.22219/jpbi.vxii.xxyy</p>	
<p>Corresponding Author: Maisaroh Afidah English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: maisaroh.afidah@gmail.com</p>	

INTRODUCTION

In English consist of four language skills they are reading, listening, writing and speaking. Putri (2018) state that among the four language skills, speaking is the most important for students in learning language because speaking plays a significant role in a direct conversation. Speaking is important for the students to practice their capability and their understanding, how to send their idea and how to spell word well. Some of the students had difficulties in speaking. The students too shy to expressing their idea. They are lacking in vocabulary, self-confidence and most of students not interest in learning process.

The researcher would like to overcome those problems through the use of a suitable method in teaching English that is able to improve the students speaking ability. One of the methods that the researcher would like to apply in teaching is board race game. Kipple (1984) used it for communicative fluency in classroom speaking activity. A board game enables to encourage students' speaking confidence, develop students' speaking fluency and encourage the development of short conversation. It is choose because it is one of communication games.

RESEARCH METHOD

This research used quantitative research. The population of this research was students in the eleventh grade of SMA Negeri 9 Makassar in the school year 2019/2020 that consisted of 240 students from the eight classes. The sample were taken by purposive sampling technique which the researcher selected MIA 5 class and taken 30 samples at the class. The researcher used speaking test which consist with dialog and interview as instrument of the research. The instrument used to found the result of the students' achievement in speaking ability in their pronunciation and vocabulary. There were thirteen questions. Six questions for pronunciation and seven questions for vocabulary test.

Before start the learning process, the researcher gave explanation for the activities that would be carried out. After that, the researcher gave pre-test, treatment and post-test. After the data was collected, the researcher classified and analyzed the data from the students. The data analyzed by calculating the mean score to find out students accuracy in term of pronunciation and vocabulary in learning process.

The researcher gave score for the students' answer on indicator that adopted from (Heaton, 1991) below.

Table 1. The classification score of vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too much effort with a wide range of expression. Looks for the occasional word but only one or two unnatural pauses.
Very good	5	Must make an effort when searching from word. Even so, the delivery was smooth overall and only slightly unreasonable.
Good	4	Even though he had to try and find words, there were not many. Sometimes fragmentary but manages to convey common meanings. Fair of expression range.
Average	3	Have to try hard all the time. Often have to look for the desired meaning, the delivery is somewhat halting and fragmented, the range of expression is often limited.
poor	2	A long pause as he searched for the desired meaning. Frequent and halting delivery almost giving up effort at certain times within the limited range of expression.

Very poor	1	Full of long, unnatural pauses. Deliveries were very intermittent and fragmented. Sometimes giving up trying, the range of expression is very limited.
-----------	---	--

Table 2. Classification score of pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciations are only slightly affected by the mother tongue. Two or three grammar and lexical errors.
Very good	5	Pronunciations were slightly influenced by mother tongue. A few minor grammar and lexical errors but most mostly correct speech.
Good	4	Pronunciation is still quite influenced by mother tongue but there are no serious phonological errors. A few grammar and lexical mistakes but only one or two big mistakes that cause confusion.
Average	3	Pronunciation is influenced by the mother tongue but also only a few serious phonological mistakes. There are also grammar and lexical errors some of which cause confusion.
Poor	2	Pronunciation is heavily influenced by the mother tongue with errors that cause harm. Lots "basic" grammar and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many "basic" grammar and lexical errors. There is no evidence that you have mastered any of the language skills and area practiced in the course.

The step was analyzed by using a quantitative analysis employing the following formula:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Question}} \times 100$$

(Sudiyono, 2013)

The researcher classified the students score into following criteria to find out the mean score as follows:

Table 3. Classification score of students' achievement

Score	Classification
96 - 100	Excellent
86 - 96	Very good
66 - 85	Good

56 - 65	Average
36 - 55	Poor
0 - 35	Very poor

(Gay, 2006)

Then, to measure the mean score of all students, the researcher used formula based on Sudiyono (2013) and Gay (2006) as follows:

1. Calculating the mean score of the students achievements by using the following formula:

$$P = \frac{F}{N} \times 100$$

2. The students' mean score of the pre-test and post-test calculated by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

3. The improvement of percentage of the students' pre-test and post-test found by using the formula:

$$p = \frac{X2 - X1}{X1} \times 100$$

4. To find out the significant different between the pre-test and post-test by calculating the value of the test used the formula:

$$\bar{D} = \frac{\sum D}{N}$$

5. The significant difference between score of the students pre-test and post test found by calculating the value of the t-test, the formula used as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

RESULT AND DISCUSSION

The findings of this research presented the results of students' achievement toward their speaking ability through the use of Board race game in teaching speaking. In this research, the researcher would like to found out whether the use of this game improved the students' speaking ability in terms of accuracy in pronunciation and vocabulary. The data were collected from 30 students in class XI MIA 5 of SMA Negeri 9 Makassar.

The improvement of students speaking ability

That was a description of the data that found which includes the rate of percentage pre-test and post-test result, the mean value and result of the data analysis.

Table 4. The mean Score of student's improvement in speaking ability

Indicators	Pre-Test	Post-Test	Improvement (%)
Speaking Ability	57.91	85.77	48.10%

Based on the table 4.1 shows that the scores of students speaking ability was improved from the pre-test to the post test. In the pre-test, the students' speaking ability improved (48.10%) where the mean score in the pre-test is 57.91 to be 85.77 in post-test from 30 students that conducted the speaking test.

Table 5. The distribution of frequency and percentage score of students' speaking ability

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-96	0	0	13	43.33
Good	66-85	0	0	17	56.67
Average	56-65	20	66.67	0	0
Poor	36-55	10	33.33	0	0
Very poor	0-35	0	0	0	0
Total		30	100	30	100

In table 4.2 was the classification score of students' speaking ability from pre-test and post-test. In pre-test it was found that there were no students got excellent, very good and good. There were, 20 (66.67%) students got average, 10 (33.33%) students got poor, there was no students got very poor score. Then, in post-test it was found that there was no student got excellent, 13 (43.33%) students got very good, 17 (56.67%) students got good. There were no students got average, poor and very poor.

The improvement of student accuracy in term of pronunciation

Based on the result in pre-test and post-test that conducted in SMA Negeri 9 Makassar. There was an improvement of students' accuracy in term of pronunciation by using of Board Race Games. We can see it in the table 6.

Table 6. The mean score of student's improvement in pronunciation

Indicators	Pre-Test	Post-Test	Improvement (%)
Pronunciation	58.14	84.25	44.90%

Table 6 shows that the student's scores of speaking ability was improved from the pre-test to the post test. In the pre-test, the students' speaking ability improved (44.90%) where the mean score in the pre-test is 58.14 to be 84.25 in post-test from 30 students that conducted the speaking test.

Table 7. Distribution of frequency and percentage score of students' accuracy in terms of pronunciation

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-96	0	0	5	16.67
Good	66-85	2	6,67	21	70
Average	56-65	10	33.33	4	13.33
Poor	36-55	18	60	0	0
Very poor	0-35	0	0	0	0
Total		30	100	30	100

In the table 4.4 was classification of the students' pronunciation scores from pre-test and post-test. In pre-test it was found that there were no students got excellent and very good, 2 (6.67%) students got good score, 10 (33.33%) students got average, 18 (60%) students got poor, there was no students got very poor score. Then, in post-test it was found that there was no students got excellent, 5 (16.67%) students got very good, 21 (70%) students got good, 4 (13.33%) students got average. There were no students got poor and very poor.

The improvement of students' accuracy in term of vocabulary

Based on the the tests in pre-test and post-test that conducted in SMA Negeri 9 Makassar, there was an improvement of the students' accuracy in term of of vocabulary by using of Board Race Games. We can see in the table 4.5:

Table 8. The mean score of the student's improvement in vocabulary

Indicators	Pre-Test	Post-Test	Improvement (%)
Vocabulary	57.69	87.29	51.30%

Table 4.5 shows that the score of the students speaking ability improved from the pre-test to the post test. In the pre-test, the students' vocabulary improved (51.30%) where the mean score in the pre-test is 57.69 to be 87.29 in post-test from 30 students that conducted the speaking test.

Table 9. Distribution of frequency and percentage score of students' accuracy in terms of vocabulary

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-96	0	0	7	23.33
Good	66-85	2	6.67	18	60
Average	56-65	10	33.33	5	16.67

Poor	36-55	18	60	0	0
Very poor	0-35	0	0	0	0
Total		30	100	30	100

In the table 4.6 was classification of the students' vocabulary scores from pre-test and post-test. In pre-test it was found that there were no students got excellent and very good, there were 2 (6.67%) students got good, 10 (33.33%) students got average, 18 (60%) students got poor, there was no students got very poor score. Then, in post-test it was found that there was no students got excellent, 7 (23.33%) students got very good, 18 (60%) students got good, 5 (16.67%) students got average, there were no students got poor and very poor.

Test of significance

Table 10. The t -test of the students' speaking ability

Variable	T-test	T-table	Comparison	Description
Speaking Ability	23.02	2.04	$t\text{-test} > t\text{-table}$	Significantly Different

Based on the result of the data analysis as summarized in the table 4.7 above on the researcher found that the t -test was greater than the level of significance at t -table and the degree of freedom 29. The t -test value for speaking ability was greater than t -table ($23.02 > 2.04$). Where the t -test was greater than t -table meant that there was significantly different between pre-test and post-test after using treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that Board Race game significantly improve the students speaking ability. Based on these result, it concluded that there were significant different between the students' speaking ability dealt with accuracy in term of pronunciation and vocabulary before and after using Board Race Game.

By applying Board race game technique in teaching speaking, the researcher found that Board Race Game was affective in improving students' speaking ability in terms of accuracy (vocabulary and pronunciation). During the process of treatment, the researcher observed that the students were interested in the material that the researcher presented to them.

This research had line with Wright et al (1994) state that game helps and encourages many learners to sustain their interest to create context which the language is useful and meaningful. It is also supported by some previous research findings, the first was a research done by Sara (2017) states that Board Race Language game is an effective tool to make learners more autonomous. The students become more responsible for their learning. They relied on sharing information between each other and can increase students' motivation. It can be proven from the improvement of the students' mean scores in pre-test and post-test.

Based on the result of each test, scores of post-test were greater than those pre-test. The description on the data collected through oral test was explained in the previous section

showed that the students' speaking ability improved and the improvement was 48.10%. The mean score of the students in the pre-test was 57.91 and supported by improvement of the mean score of post-test was 85.77 which was classified as fairly good classification. In other word the mean score in pre-test less than post-test.

The score of t-test was greater than t-table ($23.02 > 2.04$). The hypothesis test showed that H_0 was rejected and H_1 was accepted. It indicated that there was significance improvement of students in speaking ability after gave the treatment. Therefore, the researcher concluded that Board Race Game was effective in improving students' speaking ability. From the discussion above, it can be concluded that the students' speaking ability at eleventh grade students of SMA Negeri 9 Makassar can be improved in speaking ability by using Board Race Game.

CONCLUSION

From the result of T-test formula, the result of analysis of this research prove that the speaking scores of students who were taught with Board Race games were much better than before taught with Board Race games that was seen from the result of the students' pre-test and post-test. As well as the difference in the average post-test score of students which showed that it was greater than their pre-test score.

REFERENCE

- Gay, L. R. 2006. *Educational Research: Competencies for Analysis an Aplication*. Colombus: Charles E. Merril Publishing Company.
- Huyen and Thu Nga. 2003. *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary Through Games*. The Asian EFL Journal, Vol. 5, article 6.
- Kipple, Friederike. 1984. *Keep Talking, Communicative Fluency Activities Language Learning*. Cambridge University Press.
- Putri, Ananda, Anggi. 2018. *The Implementation of Board Game in Improving Student's Speaking Skill in The First Year of SMAN 7 Bandar Lampung*. Bandar Lampung: University of Lampung.
- Sara, Ferrah. 2017. *Improving Students' vocabulary through Board Race Language Game: The case of Second Year LMD Students at Larbhi Ben M'hidi University OumBouaghi*. Algeria: Larbhi Ben M'hidi University OumBouaghi.
- Sudiyono. 2013. *The use of engage, study, activate (ESA) Method to Enhance the Students' Ability in Writing Descriptive Text*. Unpublished Thesis. Unismuh Makassar.
- Wright, A., David, B., & Michael, B. 1994. *Games For Language Learning*. Cambridge: Cambridge University Press.