THE EFFECT OF BOARD GAMES ON STUDENTS' SPEAKING SKILL

AT GRADE XI OF SMA N 1 TAMBUSAI

ROKAN HULU

A THESIS

**Intended to fulfil One of Requirements
for the Award of Sarjana Degree
in English Language Education**

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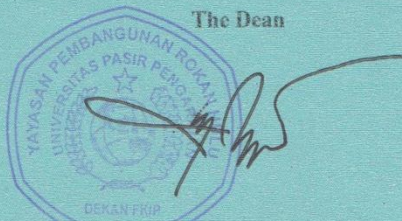The Dean of FKIP UPP certifies that

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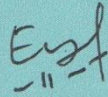
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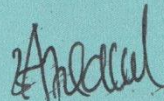On Wednesday, June 29 th 2016

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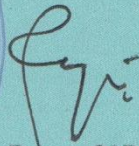Advisor I   Advisor II

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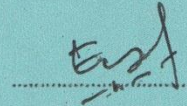
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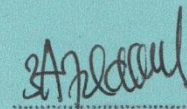
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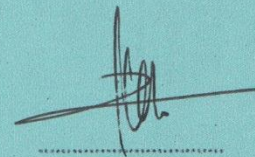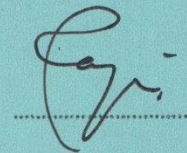**Statement of Academic Integrity**

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This thesis submitted to English study program of Teachers' Training and Educational of Pasir Pengaraian University as partial requirement for achieving Sarjana Degree.

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The writer admits that this thesis is still far from being perfect. Therefore constructive advise and critic from the readers will much appreciate. However, the writer also hopes that this thesis can be useful to the development of science and technology especially in education.

Pasir Pengaraian, 26 juni 2016

Rapika

ABSTRAK

Rapika. 2016. Pengaruh Papan Permainan Terhadap Kemampuan Berbicara Siswa di Kelas XI SMA N 1 Tambusai Rokan Hulu.

Tujuan dari penelitian ini adalah untuk mengukur pengengaruh dari papan permainan terhadap kemampuan berbicara siswa di kelas XI SMA N 1 Tambusai Rokan Hulu. Teknik yang digunakan dalam riset ini adalah riset bersifat percobaan. Peneliti membagi kelas kedalam dua komponen, kelas kontrol dan kelas eksperiment. Riset yang bersifat percobaan ini disiapkan oleh desain studi pre-test, treatment and post-test. penelitian ini menggunakan cluster random sampling. Sampel penelitian berjumlah 51 siswa kelas XI. Kelas control sampelnya 26 siswa dan kelas Eksperimen 25 siswa.

Penemuan menunjukkan bahwa adanya pengaruh dari papan permainan terhadap kemampuan berbicara siswa dikelas XI SMA N 1 Tambusai Rokan Hulu. Itu dapat dilihat dari lebih tingginya nilai kelas eksperiment dari pada kelas kontrol, yaitu 20.72 untuk kelas eksperiment dan 11.74 untuk kelas kontrol, dan nilai T-test dalam penelitian ini 4.445 dan nilai T-table nya 2.012. Ini menunjukan bahwa nilai (T-test) lebih besar dari nilai (T-table) pada derajat signifikansi 5%. Itu dapat disimpulkan bahwa adanya pengaruh papan permainan terhadap kemampuan berbicara siswa dikelas XI SMA N 1 Tambusai Rokan Hulu.

Kata Kunci   : Kemampuan berbicara, Board Game

ABSTRACT

Rapika. 2016. The Effect of Board Game on Students' Speaking Skill at Grade XI of SMA N 1 Tambusai Rokan Hulu.

The purpose of the research was to measure the effect of board games on students' speaking skill at Grade XI of SMA N 1 Tambusai Rokan Hulu. This research was an experimental research. The researcher divided the classroom into two parts, control class and experiment class. This experimental research was prepared by pre-test, treatment and post-test. Cluster random sampling technique was used. These samples included 51 students of class XI. The sample of class control was 26 students and experiment class was 25 students.

The research finding showed that there was significant effect of board game on students' speaking skill at grade XI of SMA N 1 Tambusai Rokan Hulu. It can be seen from mean score 20.72 of experiment class and 11.74 of control class, then T-test value in this research 4.445 T-table value 2.012. It showed that (To) was higher than (Tt) in degree of significance 5%. It can be concluded that there was any significant effect of board game on students' speaking skill at grade XI of SMA N 1 Tambusai Rokan Hulu.

Key words   : Board Game Technique in Speaking Skill

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the problem, setting of the problem, limitation of the problem, formulation of the problem, and purpose of the problem. In the significant of the research, the researcher discuss about the benefit of the research: Theorically and Practically. Definition of the key terms discuss about definition of speaking skill and board games. More explanation can be found in the following subchapter.

A. Background of the Problem

Speaking is one of the skills that should be master from Junior High School up to university level, because it is important for them to improve their skill to communicate orally by presenting their ideas in real life. Brown (1994:1) states that speaking is an interactive process of constructing meaning that involves producing, accepting, and processing information. The meaning depends on the context where it occurs, including the participants, collective experience and physical environment. It means that to practice their understanding, how to send idea, and how to spell word well.

In this case the students' motivation are very need to make the process of their understanding more easily. Because of the material of English subject is very variety. So, the researchers are obligate to choose the suitable approach, strategy, method and technique in order to achieve the teaching purposes easily, and will make the students to be more motivate to study.

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is study from junior high school up to the university level. Being successful students are not easily, this fact can be see mostly at grade XI of SMA N 1 TAMBUSAI, although they have been studying English for more than a years, but they are still unable to use English in interacting with their teacher in the classroom. Based on the researcher's observation, in SMAN 1 Tambusai in speaking skill, researcher found the following facts: firstly, the students' lack of time to practice. Exactly, time in teaching and learning process is minime time, after the teacher explain the material then the teacher give exercise and after that discuss it. Sometimes they are just read conversation in front of class. It is make the students less of time to practice with their friends in classroom and less time to convey their ideas. In speaking, practice is very important we just speak whatever and never think about grammar is wrong or not, we just do practices.

Secondly, teacher not use English when teach students. Sometimes the teacher never speak English when explain the material, most of the teacher always combine English language and Indonesian language when they teaching in the class. The students can not understand what the teacher explain if the teacher use full English language. It make for those students lack of motivation to speak English when they in learning process. Then the students don't use English as their primary language, because they be familiar with Indonesian language when they English subject. It makes they are hard to pronounce the word in English.

Thirdly, the students afraid to practice English language in classroom. The factors are: First, they afraid to makes mistake and not confident. Second, their friends will laugh because what are they says is wrong. Third, their friends will say that they pretend to can use English language. It makes they are down to practice use English language in classroom and outside.

Based on the problem above. Lack of time to practice for the students. So, the researcher want to find out that board game technique can help to increase students' speaking skill. The teacher must have technique which is suitable for assisting student in conversing and can motivation the student to study in speaking. So, they will not feel boring in study speaking. One of the technique that use is Board Games. It is a effective and attractive technique.

Chang and Cogswell (2008), states that 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 ready apply to the real world. It means that, it 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 force to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Board game can be technique that will give many advantages for teacher and the students either. The students playing board game in the classroom only for language learning and help them to increase their speaking skill which they can

apply outside of the classroom. So, the researcher conduct a research entitled "The effect of board games on students' speaking skill at grade XI of SMAN 1 Tambusai Rokan Hulu".

B. Setting of the Problem

Based on the background of the problem above, the researcher found some problems: First, the students' lack of time to practice. Second, the teachers not use English language in teaching process. Third, the students afraid to practice use English language in classroom and outside.

C. Limitation of the Problem

Based on the setting of the problem above the researcher will be limit. It is using board game as effective to increase students' speaking skill. The researcher focuses on the use of Board Game Technique on Students' Speaking Skill at Grades XI of SMA N 1 Tambusai Rokan Hulu. Limitation of the problem is relate to students' lack of time to practice in learning process, especially in speaking skill, afraid to make a mistake in speaking and the lack of motivation to practice in speaking.

D. Formulation of the Problem

From the limitation of the problem above, in order to the researcher doing research, formulates the research question: Is there any significant effect of board games on students' speaking skill at grade XI of SMA N 1 Tambusai Rokan Hulu?

E. Purposes of the Research

In this research, the researcher tries to get a target in this research being achieve that: whether there is a significant effect of board games on students' speaking skill at grade XI of SMA N 1 Tambusai Rokan Hulu.

F. Significant of the Research

The results of this study are expects to give both theoretical and practical benefits as follows:

1. Theoretically

    The result of this study is expects to find out technique of effect students' speaking skill on board game.

2. Practically

    a. Teacher

        1. The teacher hopeful can use the material easier and will have a new technique to teach speaking by using board game.

        2. The teacher can make this technique to be an interesting technique in other the students easy to understand in learning English speaking.

    b. Students

        Students' at XI SMA N 1 Tambusai will be easy to understand about how to say something. It will improve the student's skill in speaking.

G. Definition of the Key Term

1. Speaking Skill

According to Brown in Islamiyah (2007:14), Speaking is a productive skill that can be directly and empirically observe, those observations are invariably collared by the accuracy and fluency. It means that speaking is skill how to share and send their ideas and how to spell word well.

2. Effectiveness

Wojtczak (2002), defines effectiveness in context education: effectiveness a measure of the extent which a specific intervention, procedure, regimen or service. It means that effectiveness is the extent to which an activity fulfils its intend purpose or function.

3. Board Game

According to Hornby (1995:486), board game is something or an instrument that is use 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 force to learn. It means that the board games is effective to increase students speaking skill.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about Review of the Related Literature. They are: First, Review Related Theoriers consist of the Nature of Speaking, Functions of Speaking, Types of Speaking, Teaching Speaking Skill, and Components of Speaking. Then, definition of Games, Definition of Board Games, Teaching Speaking by Using Board Games, Advantages of Using Board Games, and Disadvantages of Using Board Games. Second is Review of the Related Findings. Third is Hypothesis last is Conceptual Framework are discussed.

A. Related Theories

1. The Nature of Speaking

Many definition about speaking have been propose by some experts in language learning. According to Turk (2003:9), Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask question, or give explanation. Speaking is the first form of communication between human being. Harmer (2001:269), states that speaking ability as the ability to speak fluently presuppose not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non verbal language. It happens in the real situation and has little time for detail planning. Therefore, the fluency is require to reach the goal of the conversation.

According to Carolin (2005:45), speaking is a basic oral communication among people in society. It speaking which serves as natural means of communication of the members community for both expression of thought and form a social behavior. Jordan (2009:3), states that speaking is the action of delivering information or expressing someone's thought and feeling in spoken language. It seems that speaking is action use to give or share the information to other and express thoughts and feeling orally.

Based on the all theories above, it can be conclude that speaking is an oral activity as a communication and a basic of person skill to produce language that has meaning and be understand by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively. Then speaking activity must be set on fun situation.

2. Functions of Speaking Skill

There are many functions of speaking propose by many practicioners. Brown and Yule in Richard (2008:21-28), propose three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to what people normally do in communication that is 'conversation' and describes the interaction that serves a primarily social function. People interact with each other when meet though exchange greeting because they wish to be friendly and to establish and maintain special relations. Talk as transaction refers to situations where the focus is on what is said or done. The focus of talk as transaction is on the message rather than how they interact

socially with each other. Burns (1998), states that distinguishes two types of talk as interaction. The first type focuses on giving and receiving information and the second type focuses on obtaining goods or services. Talk as performance refers to public talk such as classroom presentations, public announcements, and speeches. The talk tends to be monologue rather than dialogue and mostly a written language since the speaker follows what is written in the text.

3. Types of speaking Skill

According to Brown (2001), There are six basic types of speaking, they are: First is Imitative. Imitative speaking carries out not for the purpose of meaningful interaction, but for focusing on same particular element of language form. Drilling is an example of imitative speaking performance. Second is Intensive. Intensive speaking is direct to practice some phonological or grammatical aspects of language. The examples of intensive speaking are responding to certain dialogs, sentences and dialog completion.

Third is Responsive. Responsive speaking is responsible to a short reply to teacher or students-initiate question and comments. The conversation is simple and do not extent into dialogue. Fourth is Transactional. Transactional speaking carries out for the purpose of conveying or exchanging specific information. It is an extend form of responsive language. The conversation in the responsive speaking is simple. However in the transactional speaking, the conversation is extend into dialogue to negotiate the meaning.

Fifth is Interpersonal. Interpersonal conversation is carry out to maintain social relationships rather than covey information or fact. There are some factors of interpersonal conversation. They are a casual register, colloquial language, emotionally charge language, slang, ellipsis, sarcasm, and, a covert "agenda". Sixth is Exstensive. Extensive speaking or monologue are oral report, summaries, or short speeches. In this kind of speech the register is more formal and deliberative.

4. Teaching Speaking Skill

According to Harmer (2007: 345), it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic choose is not appropriate, the 16 organization of teaching plan is at fault, and if there is an unpredict event happen. There are some theories about teaching speaking skill :

First is Brown (2001:275-276), suggests some principles for designing speaking techniques as follows: First is use techniques that cover spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. Second is provide intrinsically motivating techniques. Third is encourage the use of authentic language in meaningful contexts. Fourth is provide appropriate feedback and correction. Fifth is capitalize on the natural link between speaking and listening. Sixth is give students

opportunities to initiate oral communication. Seventh is encourage the development of speaking strategies.

Second is Harmer (2002: 271-274), explains a number of classroom speaking activities as follows: First is acting from a script is this type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by themselves. Sometimes it can be followed by filming the result. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity. Second is playing communication games is this type of activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, so that one student has to talk to the partner in order to do the require tasks.

Third is discusss activity need to be encourage by the teacher in order to provide productive speaking in language classes. It can be achieve by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion. Fourth is Prepare talk allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not design for informal spontaneous conversation. This activity represents a defines and useful speaking genre and can be extremely interesting for both speaker and listener if properly organized.

Fifth is questionnaires allows the students to design questionnaires of any appropriate topic. The questioner and respondent have something to say each other using the natural use of certain repetitive language patterns and there are

situation in the middle of our communication continuum. The results obtain from questionnaire can form the basic of written work, discussions, or prepare talks. Sixth is Simulation and role play is type of activities can be use to encourage the general oral fluency or to train students for specific situations by simulating a real-life world. They are suitable for students of English for Specific Purposes (ESP). It has three distinct advantages. First is they can be good fun and motivating activities. Second is it allows hesitant students to be more confident in speaking since they do not have to take responsibility for about they are saying. Third is they allow the students to use a much wide range of language.

5. Components of Speaking Skill

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety context. Either four of five component are generally recognized in analyzing the speech process Heaton in Irianti (2011:7):

First is Pronunciation. In Oxford dictionary (2008:352), defines that pronunciation is way in which a language or particular word or sound is spoken. It means that pronunciation is the important aspect if we want to speak English clearly and the manner how to pronouncing the sound correctly.

Second is Grammar. According to Swan (2005), defines grammar as the rules that show how words are combine, arrange, or change to show certain kinds of meaning. So that grammar is the pattern word, if it is combination by several word it will have a new meaning. It is a basic unit of meaning because without that thing it can not be able send a message about some information.

Third is Vocabulary. Vocabulary is basic element in a language, it is an important part of language. It means that vocabulary is a small unit of language. Fourth is Fluency. According to Pernanda (2009:10), fluency is the quality or condition of being fluent. Fluency can be defines as the skill to speak fluently and occuratly. Fifth is Comprehension. Comprehension is doing by person those getting some information reasonable about subject that is being discuss.

6. Teaching Speaking in Senior High School

According to *Peraturan Menteri Pendidikan Nasional* 23 of 2006, the curriculum that is use in the school is KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The goal of the teaching English in the scope of speaking is the students are able to express the meaning in transactional and interpersonal formally and informally in the form of recount, narrative, procedure, descriptive, and report in the daily life context. The Standard of Competence Grade XI Students of Senior High School is Expressing the meaning in simple transactional and interpersonal conversations to interact with in daily life context. The Basic competence is Expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressing of something, expressing of love, expressing of sadness.

From the standard and basic of competence above, it can be seen that Grade XI students of senior high school in the second semester need to acquire some skills in order to tell the story and express some short functional texts

verbally. Therefore, the teacher should give them more exposure and more chances in practicing their oral speech. Thus, it is expect that they are able to master those speaking well. Moreover, they are able to implement it in their daily life. To help the students learn effectively so the standard of competence and the basic competence can be achieve, the researcher use the board game. The game help them to be more familiar with the certain expressions or word regarding to the topic, they also had the chance to practice the language with their friends.

7. Board Games

a. The Definition of Board Games

People concern about game in their daily activities. Some people play game for fun thing. Some others also play games for relaxing their mind, and for educational people, teachers use games as a technique for their teaching. So each person has his own meaning for using the games. Like Moursund (2007:7), said the word game means different things to different people. Wright (2006:1), states that the word "game" means an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. Games are essentially engaging and the native language concerns can easily be substitute for English in many cases. It means that by using games, students have interest to break the challenge in each game. Students also have no reason to be bored because the teacher has made a game, which is good for students to connect the new language in English for communicating with their friends. Games can offer practice in all stages of teaching and learning sequence

including presentation, practice and production. That is, many games supply the same dense use of language as more conventional drills which mainly give repeat practice on a language from during a limit periode of time.

Board games are ancient games. Board games are well known almost in all of society in the world. The origins of board games came from China, India, or Nigeria. The first board game ever known is Senet, which is found in the Egypt. According to Gordon and Bedro (1999), board games are any games which mainly involve moving markers along a path. The rules of board games range from very simple one such as Snakes and Ladders. Board games are a kind of games that can be use in teaching language because as Porenzo (1981:2), states that board games are also been use to teach children basic fact and information about the world in which they live. In the board game, there are some materials needed by the player.

A Board games is a game that when you play it you throw the dice in the counters and you can step forward based to dice. A board game is a game that involves counter or pieces move or place on an pre-mark surface or "board", according to a set of rules. Games can be based on pure strategy, change or a mixture of the two, and usually have a goal that a player aims to achieve.

Board games are something unique when you include in your educational teaching aids. Through applying educational board game is belief could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other. Educational board

games are the best solution for teacher problem. In addition, board games are very attractive and interesting games.

b. Teaching Speaking Skill by Using Board Games.

In using games to teach, the students are able to get other function of games besides mastering speaking skill. Mayer and Haris (2010:12-16), states that using games they can get many life skil as follow: authentic experience, students engagement, social and life skill, and higher-other thinking as some goal of board game. Board games is kind of games that come from American culture, but there are many board game that are well known by the students. Within the teaching process, as the treatments, the writer modify board games with Snake Ladders design. Eveyone is well-known with the design of these games. So, it makes easy to explain how to play it and what the rules to do it. Scott Nicholson (2010:56), states that there are two main parts that is include in this kind of board games: mechanics and theme. The mechanics is how the children can play this game, and for the theme , the researcher choose introduction and description themes. Based on observation before, the students are still being confuse to explain about theme. They sometimes mix up the language with their native language. So, the aims of the games are in order to students can able to introduce themselves in English. In that introduction, the students can be able to describe about themselves, and the things around their lives.

Then he says that, this is the list of the steps in using board games for teaching speaking, they are: First, The researcher prepares the material to play the

games like board, dice, pawn, and the tables. Then, the teacher divides students group into eight group each group has 3-4 member. Next, the researcher lays the games board on the table for each group. Next, each group should sit around the board and each member has one pawn to walk over the board. Second, the students choose the first one two shake the dice. Then, the number in the dice decides how many columns that the member should walk. If the dice show two, the member walks two columns and each member has his/her turn to shake the dice. Next, if the pawn land in the plot with the symbol "?" (Question mark) The player must take 1question card that contains a question and the student must answer. Then, when pawns land in the plot with the symbol "!" (Exclamation point) the player must take 1 instruction card and follow the appropriate commands list on the card. Meanwhile, if pawn landed on grids stars the player must take one change cards in the form of the players the opportunity for forward and backward steps. Next, players who until the finish is the winner.

Third, the next activity after each group complete play board game is ratings students' speaking skills. Then, appraisal done by facilitating every students take one question in chunks paper and the student must answer the question. Next, in this activity students will carry out activities speaking individually. Next, that matter conduct to determine development of speaking skills students after playing a board game.

c. The Effect of Board Game on Students Speaking Skill

Some teacher is using board games as teaching technique to their students. They are use board games to teach some subject that relate with board games. Educational board games are the best solution for you when you have problems in teaching some subject at school. Board games are something unique when you include in your educational teaching aids. Through applying educational board games is belief could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group.

Buckby (1994:82), states that the useful of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are: First, board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Second, the game context makes the foreign language immediately useful to the students. Third, through playing board game, students can learn English they way students learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Educational board games are the best solution for teaccher problems especially in teaching speaking skill. In addition, board games are very attractive, effective and interesting games. The Snakes and Ladders board game can be use as one of the media that facilitates the students to be able to speak in the class. According to Chang and Cogswell (2008), using a board game in the language classroom is an effective, low anxiety, and fun way for them to learn and practice

communication skills as well as develop their own communication strategies that can be readily applied to the real world.

Playing the Snakes and Ladders board game is an interesting thing to do in the class. This game is fun and it helps them to learn the language while playing the game so they are not anxious in the class. They will speak using English with their friends in the class. Using the clues in the cards, they will be motivated to speak English to complete the task of the game. While talking with their friends, they will be able to increase their fluency because they will repeat using the same expressions and vocabulary.

According to Ersoz (2000), games are highly motivating because they are amusing and motivating. Morever Huyen and Thu Nga (2003), states that games usually involve friendly competition and they keep learners interest and participate actively in the learning activities.

In addition Sugar and Sugar (2002:5), states that besides providing language practice, games can also be use to present materials and to assess learn materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students because the games format is playful, the natural challenge of new or difficult is much less threatening than it is ordinary. Based on some theories expert above, the researcher conclude that board games is effective, attractive, can increase motivation the students in learning process and can increase students speaking skill. Then the students can express their ideas using English with their friends in fun way. By learning in groups, students build

the characters of working cooperatively, be self-confident, creative, responsible, and honest in learning.

B. Related Findings

The board game is an old game but it fits with the current approach in communicative language teaching. It can improve the students" achievement in the class. There are some similar research studies that has been conduct before. The result of the research is describe as follows.

Larasati (2011), entitled "Improving Students Vocabulary Mastery Through Board Games Fourth Grade Students of SDN Cengklik II Surakarta in 2009-2010 Academic Years". She found that this research board games can improve the students vocabulary mastery. Students' pronunciation, spelling and new words grasping are better than before the research being implemented. The test result that teaching vocabulary through board game can improve students vocabulary mastery.

Wulandari (2014), entitled "Improving The Speaking Ability Of Grade Viii Students Of Smpn 1 Wonosari Through The Snakes And Ladders Board Game In The Academic Year Of 2013/2014". She found that this research the students' speaking skills were improved through the use of the Snakes and Ladders board game. In Cycle I, the researcher implemented the Snakes and Ladders board game and some additional actions which were using classroom

English, vocabulary practice, pronunciation drilling, and using various media. Those actions gave an improvement in the students' speaking skills.

Jayanti and Murdibjono, entitled "Developing A Board Game For Speaking Activities Of Grade VIII Junior High School Students" she found that 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 student not to feel shy or timid anymore in learning English especially speaking skill.

Zakiyah: Ananthia' and Rostika (2015), entitled "The Board Game Media To Improve Speaking Skill In Grade V At The Primary School". She found that this study including student learning outcomes in learning speaking with using the media board game continues increases in each cycle of study this. It is prove that board games can improve results student learning.

There is similarity between all thet heories research above and the researchers' research. The similarity is that uses a Board Games in her technique. But there are differences between theories research with the researches' research they are: participant, grade of students and them skill are vocabulary mastery, speaking ability and speaking activities. Based on the previous studies above, the researcher's interesting to take the board game technique to effect students speaking skill at grade XI of SMA N 1 Tambusai Rokan Hulu.

C. Conceptual Framework

The theoretical frame work of this research has been finish serve on the following figure:

Figure 2. Conceptual Framework

```
                ┌─────────────────────────────┐
                │   Students' Speaking Skill  │
                └─────────────────────────────┘
                              │
                ┌─────────────────────────────┐
                │      Students Lack of       │
                │      time to practice       │
                └─────────────────────────────┘
                              │
            ┌─────────────────┴─────────────────┐
  ┌───────────────────┐             ┌───────────────────┐
  │ Experimental Class│             │   Control Class   │
  └───────────────────┘             └───────────────────┘
            │                                 │
  ┌───────────────────┐             ┌───────────────────┐
  │     Pre-test      │             │     Pre-test      │
  └───────────────────┘             └───────────────────┘
            │                                 │
  ┌───────────────────┐             ┌───────────────────┐
  │ Treatment (Board  │             │ Existing Technique│
  │     Games)        │             │    (Dialogue)     │
  └───────────────────┘             └───────────────────┘
            │                                 │
  ┌───────────────────┐             ┌───────────────────┐
  │     Post-test     │             │     Post-test     │
  └───────────────────┘             └───────────────────┘
            └─────────────────┬─────────────────┘
                ┌─────────────────────────────┐
                │        Analysis Data        │
                └─────────────────────────────┘
                              │
                ┌─────────────────────────────┐
                │      Hypothesis Testing     │
                └─────────────────────────────┘
                              │
                ┌─────────────────────────────┐
                │    Finding and Discussion   │
                └─────────────────────────────┘
                              │
                ┌─────────────────────────────┐
                │         Conclusion          │
                └─────────────────────────────┘
```
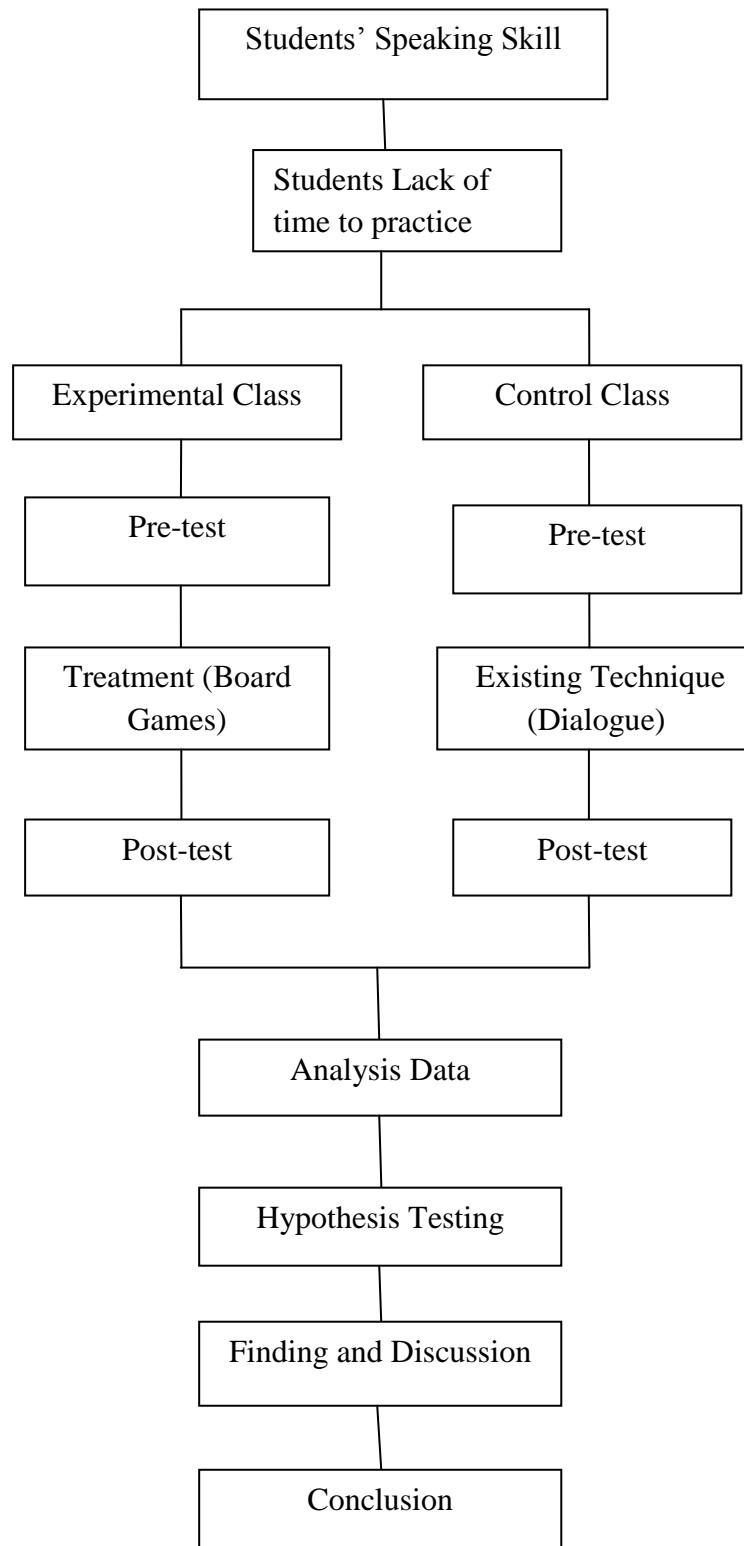
In students speaking skill, some of students SMAN 1 Tambusai still difficult to express idea in English, and students are not able to ask suggestion and permission especially, in speaking skill. Based on the problem above, one a way to improving the students in speaking skill is using board game. In using this technique, the researcher have two classes. They are experimental class and control class. The researcher will do a speaking test, in two classes using pre-test and post-test. In experimental class use treatment and control class use existing technique. In class experimental uses the board games.

After finishing, the researcher will gathers the data on test result of students. The researcher will analyze the test result of the students with three steps, the researcher uses firstly, normally data to know the variable X and Y distribute or not. Secondly, homogeneity data to know the two sets of data variance or not, finally is t-test. It is to know significance effect between in pre-test and post-test. To search for these result the researcher using SPSS program.

There are two hypotheses in this research. They are: alternative hypothesis (H_a) and null hypothesis (H_0). Based on the explanation above, in conclusion researcher hope that technique succesfully and the students are able to speak more confidence after learn this technique.

D. Hypotesis

Hypotesis is a temporary answer to the problem of research concerning behavior, symptoms, events, conditions and the fact that something has happen and for the foreseeable future (Suprapto 2013:56). It means that hypotesis is not a true assumtion about the result of the research, and still in that position until the valid data is being collect. Based on the explanation above, the hypotesis of this study can be forwaded as follow :

1. Alternative Hypotesis (H_a)

   There is a significant effect of board games on students' speaking skill at grades XI of SMA N 1 Tambusai Rokan Hulu.

2. Null Hypotesis (H_0)

   There is no significant effect of board games on students' speaking skill at grades XI of SMA N 1 Tambusai Rokan Hulu.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present about the research methodology of this research. It consists of research design, population and sample, instrumentation, technique of collecting the data, and technique of analyzing the data. In the setting of the research, it discuss about research variables and location of this research. In the procedure of the research, it discuss about the procedure of the research for control class and the procedure of research for experimental class.

A. Research Design

This research is quasi experimental research design. It focuses on quantitative approach. One group as an experimental by the board game technique and one group as an control by existing teaching. This reseach have two variables, they are X variable (Independent variable) and Y variable (Dependent variable). Independent variable is use board games technique. Subsequently, dependent variable is speaking skill. According sudijono (2014:36), 'the word variable becomes from English "variable" have meaning changing, unpermanently factor, and indication can be changed. It means that variable have several meaning but unfortunately they have some target are one factor influence the other factor. Margono. S. (2009:133), states that variable is the concept that have varian values.

B. Setting of the Research

According to Arikunto (2006:118), variable are the subject of the research, or the things that become points of attention of a research. While, sugiono (2006:60), states that variable is concept having variation of assess. In this research, the researcher could identify that the independent variable (X) is the *board games technique* and the dependent variable (Y) is *students' speaking skill*. This research was conducted at SMAN 1 Tambusai of grade XI students in 2015-2016 academic year, which is location in Rokan Hulu regency. It consists of 51 students, the time of conducting research avtivities was two months, started from April until Mei 2016.

C. Population and Sample

1. Population of research

According to Nawawi in Margono. S. (2009:118), population is whole the subject and object that have characteristic in the research. The population in this research is the students of grade XI of SMAN 1 Tambusai Rokan Hulu. There are 5 classes in this grade. Class A consist of 25 people, class B consist of 26 people, class C consist of 28 people, class D consist of 31 people, and class D consist of 31 people. To more clear see appendix IV.

2. Sample of research

Sample is part of population which is supposed to represent the characteristic of the population. From the five classes of the population, all of the

data are homogen based on school grades report. Then the researcher select two classes as the experimental groups and control group by using cluster random sampling. It means that experimental class used treatment board game technique and control class used existing technique. Margono. S. (2009:127), states that cluster random sampling is used when the population is not composed of individuals, but rather consists of individual groups or clusters.

D. Instrumentation

The test to know the effect of board games on students' speaking skill for the grades XI of SMA N 1 Tambusai Rokan Hulu. In this research the researcher used test. The test is speaking test. Then, it used to find out the students' speaking skill after applying the technique. The test consist of Pre-test and Post-test. Pre-test is to finding out how far students speaking skill. Secondly, post-test to finding out the students' speaking skill after treatment is give teaching with board game technique. In this research, for pre-test and post-test will give different topic to students, then students practice in front of the class. Meanwhile, when students speaking will be assessed with speaking components, they are: Pronunciation, Vocabulary, Grammar, Fluency, and Comprehension. To more clear see appendix V.

E. Procedure of the Research

1. The Procedure of the Research for Control Group

    a. Pre-test

        The researcher give pre-test to XI IPA 1 as control group. Pre-test to know the previous students' speaking skill. In pre-test the researcher ask students to speak with the topic "My Diary" same topic with experimental group in pre-test.

    b. No treatment

        There is no treatment in control group. Students learn in existing teaching. Students has ordinary ways in speaking. In other word, control group no teach by board game technique in speaking.

    c. Post-test

        The post-test do after finish pre-test. It has aim to know is there significant different. The researcher give the topic "My Holiday" as topic for post-test and same topic with experimental group in post-test.

Tabel 3

Teacher Activities in Control Group

No.	Activities	Control Class	Experimental Class
1.	Pre-Activities	Greeting the students Praying Attendance list Open the lesson by ask relate to last lesson	Greeting the students Praying Attendance list Open the lesson by ask relate to last lesson
2.	While activities	a. The teacher explain about the material. b. The teacher give the example of material, model and instruction.	a. The teacher explain about the materials. b. The teacher give the example of material, model and instruction. c. The teacher divides students into group, each group consist 3-4 people. d. The teacher prepares the material to play the games like board, dice, pawn, and the tables. e. The teacher ask students to play the games. f. The teacher give motivation the

			students about good speaking.
3.	The result	a. The teacher ask the students are makes a dialogue based on the topic given. b. The teacher ask students to practice in front of class about the topic.	a. After the paly finish, the teacher ask students one question in chunks paper and the student must answer the question. b. The teacher ask students to practice in front of class about the topic.
4.	Post-activities	The teacher ask if there is still unclear about the topic. Conclude the material. Give homework. Closing the lesson.	The teacher ask if there is still unclear about the topic. Conclude the material. Give homework. Closing the lesson.

Table 4

Topics

No	Meeting	Topic	Teaching Process
1	1st	My Diary	Pre-test
2	2nd	My Beautiful Love Story	Treatment Board Games Technique
3	3nd	Silent Love	
4	4nd	My Dialy Activities	
5	5nd	My Family	
6	6nd	My Holiday	Post-Test

2. The Procedure of Research for Experimental Group.

a. Pre-test

Students give pre-test before they get treatment. The researcher give pre-test to XI IPA 2 as experimental group. Before treatment, the students in experimental group will give pre-test. The aim for given the test to know the previous students activity in speaking. In pre-test, the teacher ask students to speak based on the topic given. The topic experimental group in pre-test same with control group in pre-test. The topic is "My Diary".

b. Treatment

After given pre-test, the researcher do the treatment using board game technique to speak. This treatment is take order to know is there significant effect

on students' speaking skill after using board game technique. Treatment is finish for four meetings. The treatment will give to experimental group only.

    c. Pos-test

The purpose of given post-test is to find the effect on students speaking skillafter using board game technique. Pos-test is give to experimental and control group. The topic in experimental and control group is same, the topic is "My Holiday".

F. Technique of Collecting the Data

There are some steps to collect the data: First, Pre-test. In pre-test the teacher will give some topic to students like: My beautiful love story, my holiday, my family, my diary, Silent Love and my daily activity. Next, the teacher ask each students take one of the topic then comprehend and develop by thelmselves and practice in front of the class. Second, the teacher will give treatment. It use Board Games technique. The treatment will apply in experimental class. Third, Post-test. in post-test the teacher do test and give different topic with pre-test like: Silent Love My beautiful love story, my holiday, my family, my diary and my daily activity.

The form of the test is speak in front of the class which the topic consist of 5 items. Each students' take one topic. In addition, hughes (2005:131-132), states that the sample of an oral profiency scoring categories rating that is used 1-5 poins. In order to get the score, the raters analyze the students' speaking skill by using the marking rules below:

Tabel 6

No.	Skills	Score	
		Minimum	Maximum
1.	Pronunciation	1	5
2.	Grammar	1	5
3.	Vocabulary	1	5
4.	Fluency	1	5
5.	Comprehension	1	5

G. Technique of Data Analysis

The researcher calculate deviation between pre-test and pos-test of experimental and control group. There are some score of skill level of students skill in speaking, they are: poor = 0-49, poor to average = 50-59, average to good = 60-79, good to excellent = 80-100. To analyze the data, the researcher use the satistic test, the researcher use the SPSS. There are:

1. Normality Data

Normality aims to see the wether the data is normally distribute or not, this use to determine the slope formula. To know the varible X and Y distribute or not. The researcher use liliefors test because the data is a nominal data.

2. Homogeneity Data

Homogeneity the test use to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the

second test of homogeneity of variance. To find two classes with the test, have the same basic skill.

3. T-test

In analyzing the data collect from the test, the researcher will analyze them by using t-test. It will be use to know significant effect between in using board games in pre-test and post-test.

Hartono (2008:206), states that the score will be analyzed by statistic formula Hartono, which statistical analysis and different mean was analyzed by using independent sample T-test.

$$t_0 = \frac{Mx - My}{\sqrt{[\frac{SDx}{\sqrt{N-1}}]} + \sqrt{[\frac{SDy}{\sqrt{N-1}}]2}}$$

where :

to   = the value of t – obtained

Mx   = the mean score / Average of students' experiment class.

My   = the mean score / Average of students' control class.

SDx   = standard deviation of experiment class.

SDy   = standard deviation of control class.

N   = Number of students.

According brown (1991:142), states that if the observe statistic is greater than the critical statistic which in level significant for two-tailed test, null hypothesis is reject and alternative hypothesis is accept. Futhermore, its mean that there is significant improvement gain by the students before and after the application of teaching speaking with board games technique.