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## THE EFFECTIVENESS OF USING BOARD GAMES TO IMPROVE EIGHTH GRADE STUDENTS' SPEAKING FLUENCY

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### Abstrak

Berbicara adalah keterampilan yang paling penting untuk diperoleh saat belajar bahasa. Faktanya, kefasihan diakui sebagai kemampuan alami untuk berbicara secara spontan, cepat, dan menyeluruh ketika keakuratan berfokus pada elemen fonologis, tata bahasa, dan wacana dari hasil ucapan. Penelitian ini membahas tentang peningkatan kefasihan berbicara siswa kelas 8 melalui penggunaan permainan papan di SMP Al Ma'arif Bantul. Tujuan dari penelitian ini adalah untuk mengetahui apakah permainan papan efektif dalam meningkatkan kefasihan kelas 8. Desain penelitian yang digunakan berdasarkan studi kuasi eksperimen kuantitatif. Berdasarkan hasil penelitian yang dianalisis menggunakan SPSS 21, hasil penelitian menunjukkan adanya perbedaan signifikansi sebelum dan sesudah perlakuan dengan kriteria analisis data uji-t yaitu  $H_0$  (hipotesis nol) ditolak dan  $H_a$  (hipotesis alternatif) diterima jika nilai probabilitas ( $p$ ) lebih kecil dari alpha ( $<$ ) 0,05. Kesimpulan dari penelitian ini menunjukkan adanya efektivitas penggunaan Board Game untuk kelancaran berbicara.

**Kata Kunci : Kefasihan Berbicara, Board Game, Kefektifitas**

### Abstract

*Speaking is the most important skill to acquire when learning a language. In fact, fluency is recognized as the natural ability to speak arguably spontaneously, quickly, and thoroughly when accuracy focuses on the phonological, grammatical, and discourse elements of speech output. The work is about improving her 8th grade fluency through the use of board games at SMP Al Ma'arif Bantul. The purpose of this study was to determine whether board games were effective in improving her 8th grade fluency. The study design used is based on quantitative quasi-experimental studies. Based on research results analyzed in SPSS 21, the result showed the different significance before and after treatment with data analysis criteria of t-test that  $H_0$  (null hypothesis) was rejected and  $H_a$  (alternative hypothesis) was accepted if the value was probably ( $p$ ) lower than alpha ( $<$ ) 0,05. The conclusion of the study showed the effectiveness of using Board Game for speaking fluency*

**Keywords: Speaking Fluency, Board Game, Effectiveness**

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## Introduction

Several topics are up for debate when it comes to instructing useful English abilities. Communicating and writing are productive talents. Speaking and writing are examples of productive talents since they require pupils to generate their own language. (Harmer, 2007). The problem with teaching productive skills in English is that most students are unable to improve their productivity in the language, especially their speaking skills. The goal of teaching English in Indonesian schools, from elementary to university level, is to help students become more fluent in the language. It's a challenge for teachers in carrying out their duties, one of which is an English teacher. The most frequently complained about is the teacher's ability to apply the right approach. Strategic or technical methods in teaching or learning. Therefore, English teaching is recommended in order to master the method. Educators (teachers) must, as implied by the phrase, possess the requisite knowledge and skills to facilitate student learning, as well as good mental, emotional, and physical health and the resources to implement policies and programs at the national level. (Mulyasa, 2003). In learning English, Speaking is a way of conveying information to others and helping others understand the importance of communication in their daily lives. Moreover, because speaking involves multiple processes in tandem, he in learning a foreign language is considered the most important and most difficult of the four skills (Rao P S, 2019) . Speaking is the most important skill to be mastered in language learning. In fact, language learning is successful when the learner can use the language for communication.

Based on the observation when the writer did PPL at SMP Al-Ma'arif Bantul some students experience difficulties in mastering speaking fluency. Fluency is the natural ability to speak arguably spontaneously, rapidly and comprehensively when the phonological, grammatical and discourse elements of the speech output are matched in accuracy. Where accuracy focuses on the phonological, grammatical and discourse elements of the speech output. There are some problems that students face. First, due to lack of grammar and lack of self-confidence, students are shy and unable to communicate their thoughts through speaking. Because only grammar rules can be taught. Don't use grammar in a conversational context. Second, most students are not interested in the learning process. They are afraid that they will say something wrong or do not understand. Third, teachers use monotonous techniques to get students to talk. In speaking classes, students communicate by speaking using only conversation pairs.

The author suggests that in order for pupils to feel comfortable expressing themselves orally, the technique of teaching speaking should be more communicative and engaging. Students need to be more engaged in the process of learning and exposed to engaging materials to fully grasp the ultimate goal of language study: effective communication. Several strategies exist for developing such proficiency in verbal exchange. The solution is that games are more effective than teaching it through repetition and memorization. Game-based learning is a great way to improve the creativity, critical thinking, and problem-solving skills of young learners. Teachers can give students the freedom to create solutions and ideas that spark creativity (Pappas, March 2023). Game makes learners more willing to ask questions and think creatively about how to use English to achieve the goal (Chen, 2005) . Generally, the same as other game Board games are well known as children's games. that kind of game This primarily involves moving markers along paths (Lewis & Bedson, 1999). Popular board games include Monopoly, Snake and Ladders, and Ludo. Game. Almost all board games imitate real situations. Board Games are also used to teach children basic facts and information (Provenzo, 1981) .

This Board Games is being conducted by the researcher for eighth grade kids. The main benefit of this game, according to the researcher, is to help pupils improve their speaking fluency by recount text material. It is also intended that this Board Game would assist teachers in explaining the topic and making the learning approach more engaging. According to papers and papers examined by researchers, game enable learners actively participate in the teaching and learning process (Fithri, 2016).According (Sari, 2018) states that using board game can help the students to speak. Benefits of Using Board Games for Teachers: Helping Teachers get Something engage learners and get more positive and positive responses, it motivates students and offers endless possibilities and variety., Improve teaching materials, teacher teaching practices and encourage teachers to do so Temporarily setting aside textbooks and

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normal teaching practice (Rodilla, 2012).. Follow these steps based on research publications and papers evaluated by experts: Teaching public speaking through board games. Each group is then given a boardgame medium, and its members take turns throwing Spread the frozen treat on the dice and shift the eye's base. (Jasmadi, 2017) Described how board games are played students are divided into several groups. The player then plays the game as the rules explained by the teacher. For example, each player drives a car, stops at a box, and executes instructions on the map according to the colour of his puppet. Also, each time a student plays a board game, the instructions written on the cards will vary depending on the subject being studied.

The emphasis of this research is on fluency, which is defined as the "natural" use of language that occurs when a speaker interacts with others in a meaningful way and keeps communicating in a way that others can understand even when their communicative abilities are limited. (Richards, 2009). According to (Harmer, 2007) there were several characteristics of language ability. First, breaks can be long, but not often. Because the speaker needs to catch his breath. But for example, if it's always like the words "What can I do for you?" This sentence was quite clear; however, the speaker was not fluent. Second, breaks were almost always filled. The most crucial aspect of fluidity was the placing of pauses. There was a natural sound pause at the intersection of clauses or what follows a group of words that create a valid sentence unit. For example, may I inquire as to your name? The final thing is a long syllable and words that continue between pauses. When you need time to think, the speaker can be useful. For instance, he may say, "Uh, uh, I mean, etc." Use these words to improve your speaking ability.(Lennon, 1990) also defined Fluency is the ability to speak at the same pace as the speaker. Native speakers don't have the following problems: A pause of silence, hesitation, a pause filled, Self-correcting, repeating, false starts. and other professionals prefer other skills There were certain factors that had a strong influence when speaking in English. The definition of fluency comes from Latin and means "to flow". Overall, the researchers conclude that fluency can be defined as the natural ability to speak spontaneously quickly, smoothly, accurately, clearly, efficiently, and intelligibly. To understand where language proficiency may "fall", it is helpful to focus on speaking proficiency "fall. However, the preliminary study showed that the fact was contradicted to the expectation. Based on the observation when the writer did PPL at SMP Al-MA 'Arif Bantul some students experience difficulties in mastering speaking fluency

This research to find the effect of using Board Games to improve students' Speaking Fluency mastery by comparing the experimental group and the control group. However, the previous study had a long period of time in the treatment and the games used were too simple without any variation. However, the treatment in this study uses games with many variations and is different from previous researchers. The researcher also conducted research in a boarding school-based school which made this study different from the others. Furthermore, the formulation of the problems of this study are: (1) How is the effectiveness of using Board Games towards eight grade students of SMP Al Ma'arif Bantul? (2) How to use Board Games towards eight grade students of SMP Al Ma'arif Bantul?

### Research Method

The methodology used in this investigation was quasi-experimental. A key feature of both experimental and qua7si-experimental designs is the manipulation of independent variables. In contrast to experimental investigations, there is no randomized control group, assignment, or manipulation. (Abraham & MacDonald, 2011). Since the researchers were interested in the correlation between board games and improved verbal fluency, they opted for a quasi-experimental study design. The goal here is to learn how effectively playing board games may help middle school kids' communication skills. The sample was split into an experimental group and a control group for the quasi-experimental study.

In this study, the study included two groups of students; one employed board games as an experimental method, while the other group was used as a control group. The test administered before therapy begins is known as the pre-test, while that administered thereafter is called the post-test. The

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author includes therapy in the midst of the pre- and post-test phases. The group receiving therapy through board game is the experimental group, whereas the control group gets treatment using non-board game or standard means. After finishing up with the therapy, the author compared the pre- and post-test scores to see whether the board game activity had any positive influence on the patients' speech fluency. The following tabular data presents a quantitative research design based on a quasi-experiment.

**Finding**

The primary goal of this research is to find out whether the Board Game app helps with fluency in speech. Sixty-two second-semester eighth-graders from Al Ma'arif Bantul Junior High School participated in the research. In order to determine the statistical significance of the data, the researchers employed the statistical package SPSS 21 and a battery of tests and interventions. Tables 1, 2, 3, 4, 5, 6, and 7 show the results of the normality test, the variance homogeneity test, and the independent T-test conducted on the data acquired following the analytical requirement test.

Table 1. The result of the Normality test of the Pertest of Speaking Fluency

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EXPERIMENTAL	.188	32	.088	.857	32	.048
CONTROL	.129	32	.159	.800	32	.030

a. Lilliefors Significance Correction

The data result where p is higher than a = 0.05 (p > 0.05). The result from the normality test of the pre-test of the experimental and control class was normal distribution

Table 2. Test of Homogeneity of Variances

		df1	df2	Sig.	
PRE-TEST	Based on Mean	13.653	1	58	.287
	Based on Median	11,768	1	58	.268
	Based on Median and with adjusted df	11,768	1	57.755	.268
	Based on trimmed mean	13,417	1	58	.318

**The result of Homogeneity Pre-test of Speaking Fluency**

Table 2 showed that the value of p on the Levene test was 13,155 and significance was 0,287 higher than a = 0.05 (0,287 > 0.05). It means there is no significance in value of variance of all the variables.

Table 3. The Result of T-test independent Pre-test of Speaking Fluency

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Independent Sample Test

Levine's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,970	0,938	-456	62	.506	-5,30435	1,60775	-2,23613	-8,37257
Equal variances not assumed			-456	56.890	.506	-5,30435	1,60775	-2,59414	-8,01356

Analysis of independent t-test data shows a T value of 0,456 and probability (p) > 0.05, namely 0.506, this indicates that there is no significant difference between the experimental class and the control class. Therefore, it can be concluded that the experimental class and control class had the same condition before being given treatment. Normality test and homogeneity test were conducted before treatment to determine the class criteria' shared similarities. The Board Game was used as a kind of therapy for the experimental group, whereas the control group received no such intervention. After administering the therapy, students were given a speaking fluency post-test that included recounting the recall text they had written. Independent T-test was used to determine whether or not the two groups were statistically different, and paired T-test was used to determine whether or not the experimental group was statistically different from the control group. The post-test is followed by a series of Normality and Homogeneity tests to determine whether or not the distribution really is normal.

Table 4. The result of the Normality test of the Posttest of Speaking Fluency

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EXPERIMENTAL	.198	32	.096	.867	32	.040
CONTROL	.134	32	.140	.780	32	.0100

a. Lilliefors Significance Correction

Data analysis shows in table 4 that all the classes had normal distribution, where p is higher than a = 0.05 (p > 0.05).

Table 5. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PRE-TEST	Based on Mean	2,075	1	62	.155
	Based on Median	2,230	1	62	.140
	Based on Median and with adjusted df	2,230	1	61,033	.140
	Based on trimmed mean	3,241	1	58	.140

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Table 5 displays the outcomes of the Levene test, which revealed a probability value of 2,075 for p. The significance level was too high to accept H0:  $0,155 > 0.05$ . Since the values of the variances did not vary, it followed that the variables were all equal.

Table 6. The Result of T-test Paired Experimental Test of Post-test Writing Recount Text Paired Samples Test

Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
1 Post-test EC- Pre-test EC	21,000	6,83648	1.03175	15.71301	10.62032	10.975	29	.000

Table 6 shows that there was a statistically significant difference between experimental classes before and after treatments, as measured by a paired T-test ( $t = 10,975$ ; probability ( $p$ )  $0.05 = 0,00$ ).

Table 7. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper		
Equal variances assumed	2,075	0,938	5,093	62	.000	19,000	1,167	16,667	21,333
Equal variances not assumed			5,093	56.890	.000	19,000	1,167	16,667	21,333

Table 7 displays the results of a post-test conducted using an independent T-test, which found a value of  $t = 5,093$  and a probability of  $p = 0.00$ . The results demonstrated a clear divide between the experimental and control groups. Since this result contradicts the null hypothesis (H0), the alternative hypothesis (Ha) that there are no significant differences between Board Game use and no Board Game use in terms of speaking fluency may be adopted. It's also possible to draw the conclusion that the Board Game Application served its intended purpose of helping both students and teachers.

**Discussion**

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The study focused heavily on students' verbal fluency through board game play. Their speaking fluency increased dramatically, according to the test findings. These findings demonstrate that the board game learning technique is particularly helpful in enhancing students' speaking fluency. Furthermore, according to their opinions in an interview, when utilizing the board game to acquire the vocabulary of recount narrative, students felt happy about the procedure. Students find it fun to learn because it is interesting, motivating and not boring. Despite the fact that they enhanced their vocabulary by playing the Board Game, they had varied perspectives on learning with this method. Because of their personal interests, some students do not believe that using short stories is the ideal technique. They used YouTube, games, songs, and movies to boost their vocabulary. Nonetheless, the reality that short stories can boost their language development cannot be refuted.

### Conclusion

The result of this study students pick up a lot of new vocabulary and may improve their English pronunciation, particularly when speaking about topics covered in Recount Texts. Based on the findings, this research supports the use of media in educational settings. Keeping up with the rapid pace of technological change in the field of education requires teachers to be adept at applying their knowledge via various forms of digital media. The results of future studies on comparable themes, despite using different participants, methods, and resources, are likely to improve. In order to determine its efficacy, this study suggests using a quasi-experimental methodology.

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