

**IMPROVING STUDENTS' SPEAKING SKILL
BY USING BOARD GAME AT SEMESTER TWO OF
ONE YEAR PROGRAM OF SATNUSA PADANG
ACADEMIC YEAR 2008/2009**

THESIS



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**Submitted to Fulfill One of the Requirements
to get Master Degree in Education**

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2009**

ABSTRAK

Era Astati, 2009. Meningkatkan Keahlian Berbicara Siswa dengan Menggunakan Board Game yang Dilakukan pada Kelas Program Satu Tahun di Satnusa Tahun Ajaran 2008/2009

Pembimbing I : Prof. Dr. H. Anas Yasin, M.A.

Pembimbing II : Drs. Rusdi, M.A, Ph.D.

Dari pengamatan dan pengalaman mengajar bahasa Inggris di Satnusa Padang, peneliti mengemukakan bahwa keahlian berbicara peserta didik masih rendah. Ada beberapa masalah yang dihadapi oleh peserta didik dalam berbicara. Pertama, peserta didik kurang memiliki kepercayaan ketika berbicara, sehingga mereka tidak pernah mempraktekkan dan selalu menggunakan bahasa ibu di dalam kelas. Kedua, mereka malu jika teman mereka mentertawakan mereka ketika mereka membuat kesalahan di pengucapan dan tata bahasa. Ketiga, mereka memiliki kosa kata yang kurang. Untuk mengatasi masalah ini, peneliti melakukan Penelitian Tindakan Kelas

Tujuan penelitian ini adalah untuk menemukan apakah board game bisa lebih baik memperbaiki keahlian berbicara peserta didik di semester dua pada program satu tahun di Satnusa Padang. Penelitian ini memiliki tiga siklus. Masing-masing siklus ada empat pertemuan. Jadi jumlah semua pertemuannya adalah dua belas. Nilai rata-rata peserta didik pada pertemuan pertama hanya sedikit mengalami perubahan. Hal ini disebabkan karena mereka belum terbiasa memainkan board game. Hasil penilaian keahlian berbicara anak pada siklus ke-tiga mengalami perkembangan yang baik

Dari hasil penelitian diketahui bahwa keahlian berbicara peserta didik dengan menggunakan board game lebih baik dibanding keahlian berbicara mereka sebelum penelitian dilakukan. Berdasarkan hasil observasi, peneliti menemukan nilai rata-rata pada siklus pertama mengalami perubahan dari 47,92 ke 51,94 pada siklus ke-dua dan pada siklus ke-tiga mengalami perkembangan menjadi 63,91. Dengan kata lain, board game bisa mengembangkan keahlian peserta didik dalam berbicara di semester dua pada program satu tahun di Satnusa Padang.

ABSTRACT

Era Astati. 2009. Improving Students' Speaking Skill by Using Board Game at One Year Program Class in Satnusa Padang Academic Year 2008/2009

Advisor : Prof. Dr. H. Anas Yasin, M.A.

Co-advisor : Drs. Rusdi, M.A, Ph.D.

From her observation and experience to teach English in Satnusa Padang, the researcher admitted that students have low in speaking skill. There were some problems faced by the students in speaking. Firstly, the students did not have confidence to speak English, so they never practice and always use mother tongue in the classroom. Secondly, they were shy to speak if their friends laugh at them when they make error in pronunciation and grammar. Thirdly, they had lack of vocabularies. To solve this problem, the researcher conducted a classroom action research.

The purpose of this research is to find out whether Board Game can better improve the students' speaking skill at the second semester of one year program of Satnusa Padang. This research had three cycles. Each cycle had four meetings. So, all meetings are twelve. The researcher collected the data by using task, test, observation and interview. The average score of the first cycle was a little improvement. It was caused that they were not familiar in playing board game. The result of the third cycle was good improvement in speaking.

From the research result, it was found that the students' speaking skill by using board game could better improve than their speaking skill before the research was conducted. Through the observation, the researcher found that the average score of the first cycle improved from 47,92 to the second cycle 51,94 and the third cycle improve to 63,91. In short, board game could improve the students' speaking skill at Semester two of One Year Program of Satnusa Padang.

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Padang, Agustus 2009
Saya yang menyatakan

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ACKNOWLEDGEMENT

Alhamdulillah Robbil 'Alamin, the writer would like to express her thankfulness Allah S.W.T for all His Mercy and bless that the writer could finish writing this thesis. This thesis entitled " Improving Students' Speaking Skill by Using Board Game at Semester Two of One Year Program of Satnusa Padang.

Hence, the writer wishes to express his cordial gratitude and appreciation to those who helped supported her from conducting the research until finishing writing this thesis

1. Prof. Dr. H. Anas Yasin, M.A. and Drs. Rusdi, M.A, Ph.D , her major advisor and advisor who gave advice and guidance to finish this thesis.
2. Prof. Drs. H. Zainil, M.A, Prof. M. Zaim, M. Hum, Prof. Dr. H. Abizar, as examiners who also gave valuable contributions and suggestions.
3. The Director of Graduate Program at State University of Padang and all Staff who provided the supporting facilities well
4. The Principal of Satnusa Padang who gave cooperation to the writer as the researcher to collect the data.
5. Ayahanda Rusli Thaib (late) and Ibunda Hj. Nurzaima, her beloved sisters uni Neneng, M.Pd and uni Nini, S.Pd, her beloved brothers abang Rudi Rusli, SE, Ak, M.Si, uda Yendri Rusli, S.Pd who had given me their love and motivation. I love you all
6. Finally, to her friends especially Doni Suryatno, A.Md, Difiani Apriyanti, S.S., M.Pd, Desfitra, M.Pd, Bayu Senjahari, M.Pd., M.Ed Raja Karya Bakti, S.S. Thank you so much for your help and attention.

TABLE OF CONTENTS

ABSTRAK.....	i
ABSTRACT.....	ii
SURAT PERNYATAAN.....	iii
AKNOWLEDGMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
LIST OF APPENDICES.....	ix

CHAPTER I. INTRODUCTION

A. Background of The Problem.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem.....	3
D. Formulation of the Research.....	4
E. Purpose of the Research.....	4
F. Significance of the Research.....	4
G. Definition of the Key Terms.....	5

CHAPTER II. REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories.....	6
1. Speaking skill	6

2. Teaching Speaking	8
3. Board Game.....	11
B. Review of the Related Findings.....	16
C. Conceptual Framework.....	17

CHAPTER III. RESEARCH METHOD

A. Type of the Research	19
B. Participants.....	20
C. Instrumentations.....	21
D. Procedure of the Research	25
E. Technique of Data Collection	29
F. Technique of Data Analysis.....	32

CHAPTER IV. FINDINGS AND DISCUSSIONS

A. Findings	35
B. Discussions	64
C. Limitation of the Research.....	67

CHAPTER V. CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions.....	68
B. Implications	69
C. Suggestions	69

REFERENCES	70
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APPENDICES	73
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LIST OF TABLES

TABELS	PAGES
Table 1 : The indicator of speaking skill.....	24
Table2 : the indicator of Board Game.....	25
Table3 : Weighting Table of Speaking skill.....	30
Table4 : Weighting Table in Percentage.....	30
Table5 : Range of the Score.....	31
Table6 : Observation checklist.....	32
Table7 : The percentage of indicator in cycle I through speaking Task.....	40
Table8 : The percentage of indicators in cycle II through speaking task.....	49
Table9 : The percentage of Indicators in Cycle III through speaking Task.....	57

LIST OF FIGURES

FIGURES	PAGES
Figure 1 : Conceptual Board Game.....	14
Figure 2 : Conceptual Framework.....	18
Figure 3 : Cycle Process.....	26
Figure 4 : The percentage of each indicator in the cycle I through speaking task.....	40
Figure 5 : The mean score of each indicator in the end of meeting through speaking test in cycle I.....	44

Figure 6 : The percentage of indicators in cycle II through speaking task.....	50
Figure 7 : The percentage of each indicator in the end of meeting through test in cycle II.....	53
Figure 8 : The percentage of indicators in cycle III.....	58
Figure 9 : The average of each indicator in the end of meeting through speaking test in cycle III.....	61
Figure10 : The mean score of students' score through speaking task I cycle I, II,III.....	65

LIST OF APPENDICES

APPENDICES	PAGES
Appendix 1 : Students' Attendance List.....	73

Appendix 2	: The Research Schedule.....	76
Appendix 3	: Lesson Plan.....	77
Appendix 4	: The students' Speaking Score	
	Cycle I meeting 1	86
Appendix 5	: The students' Speaking Score	
	Cycle I meeting 2.....	87
Appendix 6	: The students' Speaking Score	
	Cycle I meeting 3.....	88
Appendix 7	: The students' Speaking Score	
	Cycle I meeting 4.....	89
Appendix 8	: The students' Speaking Score	
	Cycle II meeting 1.....	90
Appendix 9	: The students' Speaking Score	
	Cycle II meeting 2.....	91
Appendix 10	: The students' Speaking Score	
	Cycle II meeting 3.....	92
Appendix 11	: The students' Speaking Score	
	Cycle II meeting 4.....	93
Appendix 12	: The students' Speaking Score	
	Cycle III meeting 1.....	94
Appendix 13	: The students' Speaking Score	
	Cycle III meeting 2.....	95

Appendix 14 : The students' Speaking Score	
Cycle III meeting 3.....	96
Appendix 15 : The students' Speaking Score	
Cycle III meeting 4.....	97
Appendix 16 : Observation Checklists for Students and Teacher.....	98
Appendix 17 : Fieldnotes.....	107
Appendix 18 : Test.....	110
Appendix 18 : Students' transcript.....	111
Appendix 19 : Interview.....	112

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a foreign language in Indonesia. This is not an easy job to make students good in English especially in speaking. Speaking is the crucial part that has to be emphasized in teaching and learning process. The teachers can see the progress of students in studying English by seeing their speaking skill. It means that if the students are not good at speaking, they are not good at English.

Based on the researcher's observation, there are several problems deal with teaching and learning English in Satnusa. One of the problems is speaking. Many students think that English is difficult, uninteresting, and boring subject to be learnt, so that it will reduce the students' confidence in speaking English. Consequently, the students' speaking skill is still unsatisfactory. It is approximately 70% of the students have low ability in speaking. It can be seen from students' scores which most of them are under average.

There are many factors that influence students' skill in speaking. They are internal factors and internal factors. The external factors that influence them are; firstly, the students are lazy to practice English in their daily life. They think English is difficult subject to be learnt, so they do not have motivation and spirit to use it. They do not realize that English is very important in life today. Then, they do not have self-confidence and might be shy if their friends laugh at them when they speak English because they make error in pronunciation and grammar. The other problem faced by students in learning foreign language is they lack of

vocabulary so that they do not have any ideas to speak English. Finally, the students feel uncomfortable when they are asked to speak in English.

Moreover, there are some external factors that influence students in learning English. Firstly, the teachers are confused to apply the technique of teaching. Then, the teachers do not provide the media for the students in the learning. Many teachers ignore the use of media in their teaching. As effect, the students prefer to keep silent.

Teachers have to be creative to make classroom atmosphere become interesting and comfortable and make students want to stay longer in the class. By game, it can reduce students' boredom in the classroom. The teacher can make the lesson interesting and motivating, so they do not think that English is a difficult, boring and uninteresting subject. By using games, learners acquire language unconsciously, with their whole attention engaged by the activity in much the same way as they acquired their mother tongue. One of the games used in teaching process is board game. According to Hornby (2000), a board game is a game played on board, often using dice and small pieces that are moved around.

Dealing with explanation above, the teacher should be able to find new strategy in teaching speaking. Board game can reduce students' anxiety in learning English. They will feel fun and interested. This condition which is not under pressure will cause the students to learn English easier and quicker.

Related to those mentioned above and the fact showed in the field and the researcher's observation and experience, the researcher then decides to use board game in order to help the students in speaking. Board game gives the students

chance to improve their speaking. To overcome this problem, a research on *improving students' speaking skill by using board game at semester two of one year program in Satnusa Padang academic year 2008/2009* is going to be done.

B. Identification of the Problem

Based on the diagnoses above, there are some problems find in the classroom. The problem may come from the students and the teacher. The problem from the students is that they have low motivation in speaking so that makes them lazy to practice English in their daily life. In the class, students do not have self-confident because they are shy if their friends laugh at them when they do mistake in speaking. The other problem is that they lack of vocabulary. These problems make students uncomfortable in speaking. Moreover, in learning strategy, the teachers are not creative in finding games in teaching.

C. Limitation of the Problem

In this research, it is expected that the students can speak English inside and outside the classroom. This research is focused on improving students' speaking skill by using snakes and ladders game at one year program class in Satnusa Padang Academic year 2008/2009

D. Formulation of the Problems

There are two questions that the researcher constructs as a guide in doing the research. The questions are:

1. To what extent can board game better improve the students' speaking skill at semester two of one year program of Satnusa Padang.
2. What factors influence the development of the students' speaking skill at semester two of one year program of Satnusa Padang.

E. Purpose of the Research

The purposes of the research are :

1. To explain whether Board Game can better improve students' speaking skill at semester two of one year program of Satnusa Padang
2. To explain the factors that influences the development of the students' speaking skill at semester two of one year program of Satnusa Padang.

F. Significance of the Research

This research will be expected to help the teachers to obtain new strategies in teaching. By improving the strategies of teaching, it will be hoped the students can be active not be passive in the classroom. It can enhance communication between teachers and students.

G. Definition of Key Terms

Speaking skill : Verbal skill in uttering opinions and ideas fluently and accurately to other people.

Board Game : A kind of game by using board, dice and chips which are played in a group to answer or give opinion about the statements in the game.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research or findings, it can be concluded that board game can better improve students' speaking skill at semester two of one year program of Satnusa Padang academic year 2008/2009

The factors that influence the changes of students' speaking skill are:

a. The material

In giving material, the teacher gave based on real life situation and related their background knowledge.

b. The condition of classroom

.If the condition in the classroom was not conducive, the students would not concentrate and enjoy in the classroom.

c. The teacher

The teacher was as model to improve the students' speaking skill.

d. The students

If the students in good condition, the process of teaching learning will run well. But if the condition of the students were not good, the process of teaching learning will not run well.

e. Rewards

The teacher gave the reward to the students to increase their motivation in speaking. The reward could be the score, thing or saying very good.

B. Implications

The finding and the conclusions of this research have some implications. The implications are as follow:

1. Board game can be applied in every speaking class to improve students' speaking class.
2. Board game can give more opportunities for students to practice English in the class.

C. Suggestions

Based on the result of this research, the researcher recommends two suggestions:

1. The researcher as an English teacher should use board game to encourage the students' speaking skill. Board game will build students' interest. In addition, this game can avoid students' bored about the conventional strategy in teaching process.
2. The other teachers should apply board game in the speaking class to improve students' speaking skill
3. The other researchers should do further study about board game

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