THE USE OF BOARD GAME IN TEACHING SPEAKING TO YOUNG LEARNERS

ARTICLE

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ABSTRACT

Syakur, M. Arief. (2021). The Use of Board Game in Teaching Speaking to Young Learners. Wijaya Kusuma Surabaya University. Surabaya.

Advisors: (I) Dra. Bekti Wirawati, M.Pd. (II) Dr. H. Heru Wibowo, M.Pd.

The purpose of this study was to present a literature review of the advantages of using board game media in teaching speaking to young learners. The researcher examined seventeen articles and theses related to the use of media board games in teaching speaking. The results of the literature review were used to identify the advantages of using board game media in teaching speaking especially to young learners. The advantages of using board game in teaching speaking to young learners are as followed: board game provides a fun learning, attracts the students' attention to participate actively, and helps the students to enjoy communicating verbally. The results of this study were expected to be able to be used as information and reference material for teachers or researchers for further research. In short, the use of board game in teaching speaking to young learners can be a new strategy that can be used by English teachers.

Keywords: *speaking, young learners, board game*

CHAPTER I

INTRODUCTION

In Indonesia, English is taught integratedly to develop the language competences of the students. Through English teaching and learning process, it is expected to improve the students' four English skills which are listening, reading, writing, and speaking. One of the most important things in teaching English as a foreign language is teaching speaking to the young learners.

English as a foreign language in Indonesia means that people do not use English in daily communication. Therefore, speaking is considered as the most difficult skill by most students in learning English. Speaking is an oral skill which conveys meaning. According to Nunan (2003), speaking is an ability to express feelings, emotions, ideas, and thoughts. Besides that, Nunan (2003) also states that speaking is an ability to respond the other speaker orally. Penny (2009) states that from all the four skills (listening, reading, speaking and writing), speaking is considered as the most important and difficult one.

According to Nunan (2003), the most important thing in the learning speaking is the motivation. If students do not realize how important learning speaking is, they may not pay attention which will affect the learning process. A good motivation will affect the willingness of the students to practice English regularly. The person who has the most important role to motivate the students in practicing English is the English teacher. The teacher needs to consider what

activities which appropriate for teaching English especially to young learners therefore teacher has to be careful in choosing the activities to teach English.

To help the students improving their English skill, the teacher has to be more creative in creating the teaching and learning activities in the classroom. The teacher needs to create interesting activities in the classroom. Ersoz (2000) states that games are interesting, motivating and amusing. Besides that, using games in the teaching and learning process is considered helpful. It is in line with a statement which is stated by Paul (2007), that games can be very useful to be used in a child-centered lesson; the children will participate actively during the learning process.

According to Moursund (2007), board game has some characteristics. Players have to deal with some rules, and dice. The players also have to make decision, and strive to be of the winner of the game. Morsound also states that players have to take turn, and communicate with the other players. Therefore, playing a board game will motivate the students to participate, communicate, and interact actively.

There were some previous studies related to teaching speaking using board game. In this paper, researcher examined seventeen articles and theses related to the use of media board games in teaching speaking. The purpose of this study was to present a literature review of the advantages of using board game media in teaching speaking, especially teaching speaking to young learners.

CHAPTER II

RESEARCH METHODOLOGY

This chapter consists of research design, data and source of data, data collection procedure, and data analysis technique. The first part, (2.1) Research Design will explain about the methodology of the research that was used by the researcher. The second part (2.2) Subjects of the Study will explain about the subjects of the study.

2.1. Research Design

This study was a library research. Embun (2012) states that library research is a research which is conducted based only on written works, including results both research and those that have not been published.

2.2. Subjects of the Study

In this research, researcher examined nine articles and seven theses related to the use of board games media in teaching speaking. The data used in this study was secondary data. Melfianora (2017) states that the data source for the study of literature studies can be an official source but it can be in the form of seminar reports/ conclusions, notes/ records of scientific discussions, official papers published government and other institutions, both in the form of books/ manuals and digital like form of optical disk, computer or computer data. After collecting the data, researcher described the data descriptively.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter is divided into two parts, findings and discussion. Findings will explain, describe, and answer the research questions based on the research findings. Discussion will explain the research findings based on the underlying theory.

3.1. Teaching Speaking

From the articles and theses examined by researcher, it was shown that there are five principles in teaching speaking according to Brown (2007). The first principle in teaching speaking is focusing not only on fluency but also accuracy. It means that the teacher has a duty to train the students not only to be fluent but also to be aware of the grammar used in speaking. The second principle in teaching speaking is providing and applying techniques which motivate the students in learning speaking. It means that the teacher should be able to attract the students' interest and motivate them to speak using the target language. The third principle is providing appropriate feedback and correction. It means that the students will always get a feedback and correction of their performance from the teacher. The fourth principle is collaborating speaking and listening skill in the teaching and learning process. Speaking and listening are related therefore both skills must be tied up. The last principle in teaching speaking is developing the speaking strategies. To attract the students' interest and actively participate during the teaching and learning process, the teacher should develop the speaking strategies.

Based on the articles and theses examined by researcher, teaching speaking is considered successful if the students are enthusiastic in participating during the learning process. Jasmadi (2017) states that the teaching is successful when the students participate actively and enthusiastically during the learning process Jasmadi (2007) adds that when the students are active and enthusiast in speaking, it shows that their high motivation and interest in the learning process. According to Jasmadi (2017), in order to get a successful teaching speaking, the teacher should give the students opportunity to practice speaking fairly and equally.

3.2. Teaching Speaking to Young Learners

From the articles and theses examined by researcher, it can be said that young learners are students of kindergarten, elementary school, and junior high school. Nurkhasanah (2014) explains that students whose ages are five to twelve years old are considered as young learners. Nurkhasanah (2017) also states that young learners are learners who like playing and practicing things which they have already learned.

The articles and theses examined by researcher shows that the characteristics of young learners are very active, and they like to participate in an interesting learning process. According to Brown (2001), there are five characteristics of young learners; the first is that young learners have short attention span. Therefore, teacher should create an interesting learning process to gain the young learners' attention. This could be done by teaching using various techniques and activities, such as games, songs, etc. The second characteristic of young learners is that they are very active. The teacher can encourage the young

learners to be active during the learning process by involving them on a role-play, dialogue, games and competition. The third characteristic of young learners is that they respond very well to praising. It means that the teacher can encourage them by praising their work. The fourth characteristic of young learners is that they enjoy the acquisition which is learning while playing. Therefore, the teacher should use games as an essential part in the teaching and learning process. The last characteristic of young learners is that they enjoy fantasy, imagination, and movement. In order to encourage the young learners actively participate during the learning process, the teacher should provide a teaching and learning process which involving the young learners' fantasy, imagination and movement.

Understanding the characteristics of young learners is important for a teacher. Nurkhasanah (2014) states that the teacher has to consider the characteristics of young learners to determine the technique that will be used in the teaching and learning process. By understanding the characteristics of the young learners, the teacher can apply the suitable techniques for the teaching and learning process. According to Nurkhasanah (2014), there are several techniques that can be used in teaching speaking to young learners. The techniques are using gestures, role-play, question and answer, puppet, games, repetition and songs.

3.3. Board Game

According to the articles and theses examined by researcher, board game enables learners to actively participate in teaching and learning process. Fithri (2016) states that the definition of a board game is a game with a board, which has some boxes where instructions and questions are written in each box. Fithri (2016) also states that a board game can be used as an instrument to grab the students' attention to follow and participate actively during the teaching and learning process. Furthermore, the use of board game can help students to speak more during the lesson. Sari (2018) states that using board game can help the students to speak.

Based on the articles and theses examined by researcher, here are the steps on how to use board game in teaching speaking. First, each group is given a board game media, and then the players in each group throw the dice and move their puppet base on the dice eye. Jasmadi (2017) states that the way to play board game is the students are divided into several groups. Then, the players play the game as the rule explained by the teacher. For example, every player takes a card based on his puppet's colour, then stops in a box, and does the card's instruction. And every time the students play the board game, the instruction in the card will be various based on the learning topic.

3.4. Teaching Speaking to Young Learners Using Board Game

From the articles and theses examined by researcher, it is known that board game has been a media for teaching and learning process since a long time ago.

Hammond (2011) states that board game are not a new concept. There have been many educational board games created by many companies.

Teacher should make a preparation before implementing the board game in the teaching and learning process. According to Buchanan, et al (2001), there are five steps in designing a board game. The first step is preparing the materials based on the lesson topic. The second step is preparing the rule of the game. The third step is deciding the start and the finish box of the board game. The fourth step is designing the route of the game. The last step is writing the instructions or the rules of the game.

In addition, the teacher needs to show the steps of how to play the game. Then, students will be divided into several groups. Each group will get a board game to play. Brewster & Ellis (2002) explain that the teacher has to introduce the game by telling the rules of the game and showing how to play the game.

According to those explanations, researcher conclude it by making a lesson plan of teaching speaking to young learners using board game. Here is the lesson plan.

LESSON PLAN

I. Grade: Junior High School / 7th Grade

II. Topic: Talking about daily activity

III. Time Allocation: 40 minutes

IV. Skill: Speaking skill

V. Instructional Materials: Game board

VI. Learning Aids: Game board

VII. Learning Objective: -

Students are able to tell their daily activity

VIII. Learning Indicators

1. Students are able to answer the teacher's questions about daily activity.

2. Students are able to make a sentence about daily activity based on the picture and keyword written on the board game.

3. Students are able to tell their daily activity.

IX. Learning Activity

1. Initial Activity

1.1. Teacher starts the class by asking the students to pray together.

1.2 Teacher greets the students.

Teacher: Good morning.

Students: Good morning, Sir.

Teacher: How are you today?

Students: I'm fine, Sir, thank you. How about you?

Teacher: I'm fine too, thank you.

2. Main Activity

2.1. Teacher reviews the material about Simple Present Tense

2.2. Teacher asks some students questions about daily activity

• What do you do after school?

• What time do you have lunch?

2.3. Teacher shows a board game and tells the students on how to play

2.4. Students play the board game based on the rules made by the teacher

2.5. The student who lose comes in front of the class to tell about their daily activity

3. Final Activity

3.1. Teacher gives conclusion about the material.

3.5. The Advantages of Teaching Speaking to Young Learners Using Board Game

According to the eight theses and nine articles which have been observed by the researcher, there are many advantages of teaching speaking to young learners using board game.

Using board game in teaching speaking to young learners is motivating and challenging. It also helps students to actively using English to communicate. It is in line with the statement of Carly (2010) in his previous study that speaking using board game brings a real world context into the classroom, and increases the use of English in a communicative and meaningful way.

In addition, using board game in teaching speaking to young learners shows a positive result. It improves the students' participation, confidence, interaction, and enthusiasm. According to Nurkhasanah (2014), the result of her study in the Cycle 1 and Cycle 2, the students' confidence and participation are improved.

Furthermore, using board game in teaching speaking is successfully improving the speaking skill of the students. Nurkhasanah (2014) also states that

the speaking skill of the students is improved after the implementation of the actions. The improvement covers all aspects of speaking, such as fluency, grammar, pronunciation, comprehension and grammar.

CHAPTER IV

CONCLUSIONS

This study aimed to present a literature review of the advantages of teaching speaking to young learners using a board game. In conclusion, there are many advantages of using board game in teaching speaking to young learners. Board game gives an engaging practice to the students, attracts students' attention and help students communicate easily. Besides that, board game also helps students improve their speaking skill. Since using board game in teaching speaking to young learners has many advantages, it can be a new strategy that English teachers can use.

Furthermore, it is expected that this study will be used as information and reference material for teachers or researchers for further research. Future research is expected to develop the scope of research, not only focusing on the use of board game in teaching speaking to young learners but also on teaching other skills, like reading and writing.

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