

IMPROVING STUDENTS' SPEAKING ABILITY BY BOARD GAME FOR
THE SECOND GRADE STUDENTS OF MTS NW DARUSSOLIHIN KALIJAGAIN
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ABSTRACT

In teaching and learning speaking process, there are some problems of the teachers such as: the mastery of approach and methods. English teachers have to try to find out and apply proper some strategies in the teaching learning speaking process. As the motivator for students, the teacher should be look carefully and able to overcome and lookcoused of the problem for the problem solving of their students' problems. They have to apply appropriate method and approach based on the situation and condition of the students and their environment. In this case, board game is one of approaches which is expected to be able to increase students' speaking ability. In this research, the writer formulated two problems: (1) To what extent is the student's speaking ability for the eighth grade of *MTs NW Darussolihin Kalijagain* the school year 2019-2020? and (2) What is the effect of board game in improving the students' speaking ability at the second grade of *MTs NW Darussolihin Kalijagain* the school year 2019/2020. ? This research was an experimental study. The sample of the study was divided into two groups; experimental group and control group, then the two groups were given the same test. Furthermore, this research used speaking test as the instrument to collect the data. Moreover, the researcher used hypothesis testing to measure the students speaking ability. After that, analyzed the data which were obtained from the experimental group in which they were taught by applying scaffolding talk and the control group was taught by using traditional method. The result of the data analysis indicated that the eighth grade students of *MTs NW Darussolihn Kalijaga* attained high score on the post test for experimental group. It was the fact that the effectiveness of board game talk was indicated by the mean score of the students that was 58.65. Furthermore, it was also indicated by the result of hypothesis testing that the alternative hypothesis was accepted. It was provable that the t-table was lower than t-test in which the t-table was 1.68 and t-test 7.16. Therefore, it can be concluded that the experimental group had higher ability in speaking skill than the control group.

Key Words : Teaching Speaking ability Through Board Game

ABSTRAK

Dalam proses belajar mengajar, ada beberapa masalah dari para guru seperti: penguasaan pendekatan dan metode. Guru bahasa Inggris harus mencoba mencari tahu dan menerapkan beberapa jenis strategi yang tepat dalam proses pembelajaran. Sebagai motivator bagi siswa, guru harus melihat dengan hati-hati dan mampu mengatasi dan melihat masalah untuk penyelesaian masalah masalah pada siswa mereka. Mereka harus menerapkan metode dan pendekatan yang tepat berdasarkan situasi dan kondisi siswa dan lingkungan mereka. Dalam hal ini permainan yang berbentuk Gim adalah salah satu pendekatan yang diharapkan dapat meningkatkan kemampuan berbicara siswa. Dalam penelitian ini, penulis merumuskan dua masalah: 1) Sejauh mana kemampuan berbicara siswa untuk kelas delapan *MTs NW Darussolihin Kalijaga* tahun ajaran 2019-2020? dan (2) Apa efek permainan Gim dalam meningkatkan kemampuan berbicara siswa di kelas dua *MTs NW Darussolihin Kalijaga* tahun ajaran 2019/2020. ? Penelitian ini merupakan penelitian eksperimental. Dan Sampel penelitian dibagi menjadi dua kelompok; kelompok eksperimen dan kelompok kontrol, maka kedua kelompok diberi tes yang sama. Selanjutnya, penelitian ini menggunakan tes berbicara sebagai instrumen untuk mengumpulkan data. Selain itu, peneliti menggunakan pengujian hipotesis untuk mengukur kemampuan berbicara siswa. Setelah itu, analisis data yang diperoleh dari kelompok eksperimen dimana mereka diajarkan dengan menerapkan scaffolding talk dan kelompok kontrol diajar dengan menggunakan metode tradisional. Hasil analisis data menunjukkan bahwa siswa kelas delapan *MTs NW Darussolihn Kalijaga* mencapai skor tinggi pada post test untuk kelompok eksperimen. Itu adalah fakta

bahwa efektivitas permainan Gim dalam mengasah kemampuan berbicara ditunjukkan oleh skor rata-rata siswa yang 58,65. Selain itu, juga ditunjukkan oleh hasil pengujian hipotesis bahwa hipotesis alternatif diterima. Terbukti bahwa t-tabel lebih rendah dari uji-t di mana t-tabel adalah 1,68 dan uji-t 7,16. Oleh karena itu, dapat disimpulkan bahwa kelompok eksperimen memiliki kemampuan berbicara yang lebih tinggi dari pada kelompok kontrol.

Kata kunci . Mengajar berbicara melalui permainan / Game

INTRODUCTION

Learning English is very important, because English has become an international language, which was used by most communities in the world. Many countries used English as their language. In spite of the difficulties in studying English, it was worthwhile to study the language because it plays a very important role in almost all fields of life such as language, commerce, economy, politics, education, science, technology and so on.

In Indonesia, English is not considered as a second language but English as a foreign language. English is also called as the target language that to be taught in schools in Indonesian curriculum. Therefore, the students were expected to improve their ability in English. In improving the students' ability in mastering English, the teachers have to think how to make students mastering of English for their own purposes. There were so many approaches, methods, and techniques that could be used by the teacher. In English teaching and learning process, there were four skills of English such as : listening, speaking, reading and writing. But in this study the writer focused about speaking ability through board game in improving students understanding about English especially speaking skill.

According to Homby (1995) game is an activity that you do to have some fun. Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process. Board game could made the students more focus in learning and they didn't feel that they were forced to learn. They also enable learners to acquire new

experiences within a foreign language which were not always possible during a typical lesson. Board game could be a method that gave many advantages for teacher and the students either.

METHOD OF STUDY

A Method must be able to increase the students' motivation in learning English, especially in speaking English. a method has to be able to manipulate, listenable and readable. At last the teacher hopes that method could motivated his students to speak English to communicate their need especially in the classroom and in their daily need in general.

Board game as a method could build up the students' motivation and reinforce any language skill as speaking and listening. The students played board game in the classroom only for language learning and help them to increase their speaking skill which they could apply it outside of the classroom.

Speaking Ability

Speaking ability consists of two words they were speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it would clarify one by one and. Those description may concluded that ability was capability of human which identical with ability Speaking was an articulation of sound to express thought. Another basic distinction when considering the development of speaking ability was between monologue and dialogue. Their ability to gave an uninterrupted oral presentation was very clear from interacting one people and another speakers for transactional and intersectional purpose,

The Aspect of Speaking Ability

Ahmad (2012) clarified as follows: "Like writing speaking was complex skill requiring the simultaneous used of number of the different abilities which often develop of

Micro Skill of Speaking

Some of the micro skills involve in speaking. The speaker has to Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes made tonal distinctions. used the correct forms of words. This may mean, for example, changes in the tense, case, or gender. Put words together in correct word order. Used vocabulary appropriately. used the register or language variety that was appropriate to the situation and the relationship to the conversation partner Made clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language used.

The Meaning of Board Game

To increase the speaking skill we needed a method to be used board game could be defined as something or an instrument that was used to attract students' motivation to follow the teaching and learning process because board game made students more focus in learning, because they didn't feel boring. They also enable learners to acquire new experiences within a foreign language which were not always possible during a typical lesson.

The Concept of Board Game

Hammon (2011). While the concept of a board game was not new,played of board games was timeless. Many of us enjoy playing a good board game now and then. Perhaps some of us have a regular "game night." The whether you go for the traditional Monopoly or Yates or prefer more unique games like Gator Golf and Bolkus, board games could be very entertaining. And This article address 5 important concepts that played of board games could teach children. 1).Taking Turns and Having Patience, 2).Playing Fair, 3).Reasoning and Strategy Skills, 4).Good Sportsmanship, 5).Friendships and Working Together.

The Advantages of Board Game

Board game provides language practice in the various skills- speaking, writing, listening and reading,They encouraged students to interact and communicated,They create a meaningful context for language use,Board game could them (children) learn and hang on to new words more easily. Playing a game has a purpose to it, an outcome,

Relevant Study

Speaking is one of the most difficult aspect of language because the ability to speak involves specific skill such as the used of pronunciation, structure of sentence, grammar and vocabulary. Marhaeni (1985) states that factors influencing the students' speaking skill were vocabulary, frequency of practice, functional grammar, appropriate topics, motivation, self confidence, and situation. in fact, it couldn't be defined that speaking skill was very important to be mastered because when we speak a subject, it made us active learners rather that passive receive of information and it also helps to absorb and to process information from a topic, we were involved deeply to the subject in order to got a good sense.

The Main Factors that assessing of Speaking Ability

Accuracy

Essentially depended on the recognizably of the words and sentence patterns of speech. Therefore involve us in considering the phonetic character of conversational English, particularly from the point of view of its segmental (vowels and consonant) system.

Fluency

Fluency that was a highly complex notion relate mainly to smoothness of continuity in discourse. It is includes a consideration of how sentence were connected, how sentence patterns very in word order and omit element of structure, and also certain aspects of the prosily of discourse.

Appropriateness (Comprehension)

Refer to suitability of language to situation. It is also about the way in which informality is expressed by choice of vocabulary, idiom and syntax.

Some ways to increase speaking skill

Our ability to communication with client, costumers, subordinates, peers, and superior, can enhance our effectiveness or sabotage us, many times, our verbal skill make difference. Here there were ten ways to increase your speaking skill:

Develop Voice

A high whiney voice was not perceived to be one of authority, in fact, a high soft voice could made your sound like prey to an aggressive co-worker who is out to made his/her career at the expense of anyone else. Begin doing exercise to lower the patch of your voice. Here is one to start; sing - but do it an octave lower on all your favorite songs. Practice this and, after a period of time, your voice began to lower.

Slow Down

People would perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point where people begin to finish your sentences just to help you finish.

Animate Voice Avoid a Monotone

Use dynamics, your pitch should raise and lower. Your volume should be soft and loud. Listen to your vocal TV news anchor, took notes.

Use Gesture

Made your whole body talk. Use smaller gesture for individual and small group that one is addressing increase in size. Didn't Sent Mixed the Messages Made your word, gesture, facial expression, tone, and message watch. Discipline an employee while smiling sends a mixed the message and, therefore is ineffective. If you have to deliver a negative message, made your word, facial expression, and tone watch the message.

Characteristics of a Successful Speaking

Every opportunity for speaking in the classroom should be taken. It is by trying to

communicate that students realize their need for language and by speaking that they increase their fluency and confidence. There were some characteristics of a successful speaking activity as follows:

Learners talked a lot as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. Participation is even. Classroom discussion is not dominated by a minority of talk ative participations, all get a chance to speak and contributions were fairly evenly distributed. Motivation was high. Learners were eager to speak, because they were interested in topic and have something new to say about it, because they want to contribute to achieving a task objective.

Based on the statement above, board game was as method may help the students in learning English especially in speaking ability. Likewise, the writer wants to investigate increasing students' speaking ability through board game.

Action Hypothesis

The hypothesis of the result study was formulated as follows:" the implementation of board game could increase students' ability in speaking for the second grade of MTs NW Darussolihin Kalijagain the school year 2019/2020

Research Method and Design

The method was used in this research pre-test, post-test-control group design .The research design one group pre-test, treatment and post-test can be see the following: (Arikunto, 1990:45)

Notes :

- O1 = pre-test
- X = treatment
- O2 = post-test

Population and Sample

1. Population

The accessible population of this research was the eight grade students of MTs NW Darussolihin Kalijaga in the school year 2019/2020. And population the writer took two classes. The total number of two classes were 60 students.

2. Sample

Because the number of population was big, the writer was used cluster random sampling technique, which was only one class as the sample consisting of 30 students. But the writer only choose 15 students class experimental base on their NIS by random (03, 07, 11 etc) of the eight grade students of MTs NW Darussolihin Kalijaga in the school year 2019/2020, has taken as the sample of the research.

Experimental Class

In this study, the writer took 15 students as experimental class. Samples from this study were took 15 students of consisting of 30 students. In the experimental class at the began of the study the writer gave the test without gave information, then at the next meeting the writer gave of test after gave the information and then made improvements.

Class Control

In this study, the write took 15 students as control class. In the control class at the began of the study writer gave a test without giving information, then at the next meeting writer gave the test after giving information and in the class control didn't made improvements.

Research Variables and their Operational Definition

Variables

This research has taken two variables, namely independent variable and dependent variable

The independent variable of the researcher as the use of board game in speaking. The dependent variable of the researcher was the ability of students to speaking an board game.

Operational Definition

Speaking was one of language component that is function to express feeling, opinion, ideas, and emotion. One of strategy to increase speaking was discussion. By board game was one method in teaching speaking which encourage students to spoke as much as possible.

Speaking by used board game concentrates in expressing all the idea in our mind to made speaking.

Research Instrument

The instrument was used to collect data was speaking test. The test were used in pre-test ,treatment and post-test. The test was deal with speaking by using board game. The test was used to collected data on the students' speaking ability.

Instrument

In this study, the instruments used (1). first evaluation test ,(2) final test and (3) observation paper.

Firts evaluation test

This evaluation did to know the improving students' speaking ability by used boardgame .

The final test

This test gave in the form of a jumbled sentences game which was arrange used certain rules . Maximum score was 100 and minimum score was zero if there not correct answer . It was worked by all students in which they were divided into three groups.

Observation paper

Observation paper was an observation device that consist of names of subjects and factors that were observe . In this study , it must be used to obtain the data of the learning process .

Procedures of Collecting Data

To collect data, the writer took the following procedures:

Pre-test

The research gave students the topic of board game and the students must be speaking based on the topic for 6 to 8 minutes.

Treatment

After giving pre-test, the research gave students treatment. In this treatment the research explained about board game and how to played the game.

Post-test

The writer gave the students post-test (the procedure is the same as the pre-test) for 6 to 8 minutes to see the students' ability after giving treatment of developing speaking ability. The students were asked for to spoke Under the topic with "best friend" or "our group"

Technique of Data Analysis

The data on the students' speaking ability analyzed by used the following procedures:

1. Scoring the students' test results.
2. Tabulating the students' scores.
3. Classifying the students' scores.

No	Classification	Score	Pret-est		Post-test	
			F	%	F	%
1	Excellent	9.0 – 10				
2	Good	7.5 - 8.9				
3	Fair	6.0 - 7.4				
4	Poor	5.0 – 5.9				
5	Very Poor	0.0 – 4.9				
	Total					

4. Calculating the mean score of the students' speaking ability score using the following formula :

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

X : Mean score.

$\sum X$: the sum of all score.

N : the number of students.

The rating score for the students' speaking ability

a. Accuracy

Classification (1)	Score (2)	Criteria (3)
Excellent	5	Pronunciation is slightly influenced by the mother tongue a few minor grammatical and lexical error but most utterance were correct.
Good	4	Pronunciation is still moderate influenced by the mother tongue but no serious phonological errors but only causing confusion.
Average	3	Pronunciation is influenced by the mother tongue, only a few serious phonological errors several grammatical and lexical errors.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Classification (1)	Score (2)	Criteria (3)
Very poor	1	Seriously pronunciation errors as well as many basic grammatical and lexical errors no evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Classification (1)	Score (2)	Criteria (3)
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Excellent	5	Speak without too great an effort with a fairly range of expression searches for the words occasionally by the only one or two unnatural pauses.
Good	4	Has to made an effort at time to search for words. nevertheless smooth delivery on the whole and only a few unnatural pauses.
Average	3	Has to made an effort many times. Often has to search for desire meaning. Frequently fragmentary and halting delivery almost gave up making the effort at times range of expression.
Poor	2	Long pauses while he searches for the desire meaning.Frequently fragmentary and halting delivery almost gave up making the effort times.
Classification (1)	Score (2)	Criteria (3)
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary at times gave up making the effort. Very limite average expression.

c. comprehension

Classification (1)	Score (2)	Criteria (3)
Excellent	5	Easy for the listener understood the speaker's intention and general meaning. Very few interruptions of clarification require.
Good	4	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for shake of clarifications were necessary.
Average	3	Most of what the speaker said is easy to follow. His intention is always clear but several interruptions are necessary to help him in convoy message or to seek clarification.
Poor	2	The listener can understand a lot of what said, but he must constantly seek clarification cannot understand many of the speaker's more complex or longer sentence
Classification (1)	Score (2)	Criteria (3)
Very poor	1	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is to listening to the speaker.

5. Calculating the rate percentage of the speaking' score by using following formula :

$$\% \equiv \frac{F}{N} \times 100\%$$

Where :

F : Frequency

N : Total number of students

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the result of data analysis would be discussed in discussion section.

1. The Result of Data Analysis

After analysis the data derived from the pre-test and post-test below were the result of

data analysis. The data were served in some tables, which consist of some forms of analysis namely score, classification, frequency, and percentage.

The following was the summary of the frequency and percentage score of the students' speaking ability in the pre-test and post-test.

Table 1 : The distribution of frequency and percentage of the students' speaking ability in pre-test and post-test.

No	Classification	Score	Pret-est		Post-test	
			F	%	F	%
1	Excellent	9.0 – 10	0	0	5	25
2	Good	7.5 - 8.9	1	5	5	25
3	Fair	6.0 - 7.4	7	35	7	35
4	Poor	5.0 – 5.9	10	50	3	15
5	Very Poor	0.0 – 4.9	2	10	0	0
	Total		20	100	20	100

Based on the table 1, the result of the pre-test showed that none of the students was classified into excellent classification only 1 student (5%) was classified into good classification, 7 students (35%) were classified into fair classification, 10 students (50%) were classified into poor classification, and 2 student (10%) were classified into very poor classification. From that result, it can be concluded that students speaking ability in pre-test is good.

Table above also showed the result of the post-test in speaking using board game. 5 students (25%) were classified into excellent classification, 5 students (25%) classified into good classification, 7 student (35%) classified into fair classification. And 3 students (15%) classified into poor classification. From that result, it can be concluded that students' speaking in post-test was fair classification.

Mean Score of Speaking Test

To apply the test to the students by using board game, the data had been collected by simple statistic method. In analyzing the data, it used scale from 1 to 15 points. Where the score used 1 to 15 score to each fluency,

accuracy and comprehension to know the mean score of the students.

Table 2 : The score of Abdul aziz

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	3
Fluency	2	2
Comprehension	2	2
Total	6	7

The table 2 above indicated the students got little improvement. It could see where in the pre-test she got 6 total score and in post-test she got 7 total score. Even she got just little improvement. It indicated that classification as fair.

Table 3 : The score of Bq.EvaSusilawati

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	3
Fluency	2	3
Comprehension	2	2
Total	6	8

From the assessment, this student got improvement where in the pre-test he got 6 total score, but in the post-test he got 8 total score. It indicated that this student got improvement after treatment. Even though a little, but his score that classification as a fair.

Table 4 : The score of Dianasari

Assessment	Score	
	Pre-test	Post-test
Accuracy	3	5
Fluency	3	4
Comprehension	3	5
Total	9	14

The table above indicated that student got improvement where in the post-test the total score is 14. We can compare with the pre-test score was just 9 total score. It means that this student got excellent classification.

Table 5 : The score Anggraini

Assessment	Score	
	Pre-test	Post-test
Accuracy	1	2
Fluency	3	3
Comprehension	4	4
Total	8	10

There was the significant changing the score of accuracy, fluency, and comprehension between pre-test and post-test. On pre-test, the score of student got 8 total score and 10 total score on post-test. It indicated that the student got good classification.

Table 6 : The score of Abdurrahman

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	3
Fluency	3	3
Comprehension	3	4
Total	8	10

From the assessment, this student got improvement where on the pre-test got 8 total score. But in the post-test she got 10 total score. It indicates that this student got improvement after treatment. This score that include classification as good.

Table 7 : The score of Susilawati

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	3
Fluency	3	4
Comprehension	2	4
Total	7	11

From the table, we could see that the improvement of this student where on the pre-test of assessment (accuracy, fluency, and comprehension) was 7 total score. In comprehension, she got 4 score on post-test from 2 score on pre-test. It is obviously that she got the improvement in speaking ability.

Table 8 : The score of Herlinawati

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	4
Fluency	3	4
Comprehension	3	5
Total	8	13

The table above indicated that this student got improvement where on the pre-test she got 8 total score as good classification. But were see the improve comprehension from 3 score to 5 score. It indicates, this student got big improvement and includes the excellent classification.

Table 9 : Score of Zainuddin

Assessment	Score	
	Pre-test	Post-test
Accuracy	1	1
Fluency	1	2
Comprehension	2	2
Total	4	5

The score of the student indicated that there was a changing from the pre-test to the post-test. In the pre-test, we could see that he just got 4 score as a very poor. While in post-test, there was changing be 5 total score. It mean that, he includes as poor classification. so this student should be more helped in learning English.

Table 10 : Score of Hendrawan

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	4
Fluency	3	5

Comprehension	3	5
Total	8	14

The table above indicated that student got improvement where on the post-test the total score was 14. We could compare with the pre-test score was just 8 total score. It means that this student got excellent classification.

Table 11 : Score of Zahraini

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	4
Fluency	3	5
Comprehension	3	4
Total	8	13

There was the significant changing the score of accuracy, fluency, and comprehension between pre-test and post-test. On pre-test, the score of student was 8 total score and 13 total score on post-test. It indicated that the student got excellent classification.

Table 12 : Score of Yunita Evi

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	4
Fluency	3	5
Comprehension	3	4
Total	8	13

The table above indicated that student got improvement where on the post-test the total score was 14. We can compare with the pre-test score was just 8 total score. It means that this student got excellent classification.

Table 13 : Score of Novi Hastuti

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	4
Fluency	3	5
Comprehension	3	5
Total	8	14

From the assessment, this student got improvement where on the pre-test got 8 total score but on the post-test she got 14 total score. It indicates that this student got improvement after treatment. This score that include classification as excellent

Table 14 : Score of Ernawati

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	3
Fluency	2	3
Comprehension	3	3
Total	7	9

From the table, we could see that the student improvement of this student where on the pre-test of assessment (accuracy, fluency and comprehension) was 7 total score. In post-test, she got 9 total score. It was obviously that she got the improvement in speaking ability.

Table 15 : Score of Mirwan

Assessment	Score	
	Pre-test	Post-test
Accuracy	2	4
Fluency	3	5
Comprehension	3	5
Total	8	14

The score of this student indicated that there was changing from the pre-test to the post-test. On the pre-test, we could see that she got 8 score as a good. While on post-test, there was changing be 14 total score. It means that, she got big improvement as excellent classification.

Table 16 : Score of Ekawati

Assessment	Score	
	Pre-test	Post-test
Accuracy	3	5
Fluency	3	5
Comprehension	4	5
Total	10	15

The table above indicated that this student got big improvement where on the pre-test she got 10 total score as excellent classification. We can know that this student got more big improvement in post-test base on table above was more high. So classification of this student was excellent.

The result analyzed in scores in accuracy, fluency, and comprehension. And percentages of the total score, it got the mean score of the students used board game in improving English speaking ability.

As the fact in pre-test is $X = \frac{570}{15} = 38\%$

For the post-test $X = \frac{855}{15} = 57\%$

Based on result above, the writer concluded that students' speaking ability was improved after giving the treatment through board game, where as in the pre-test was 38% and post test was 57%. It means that there was an improvement 19% from the pre-test to the post-test. Even through, the improvement was not too high, but we could see that board game could help the students to improve their speaking English.

The result of questionnaire

The questionnaire of the writer was intended to describe the interest of student used board game that apply their speaking well. It was necessary to inform that there were 5 numbers of questionnaires. Close items consists of 10 numbers, whereas open items consist of 5 numbers. The opens item would be analysis after percentages the close items below.

Table 17 : The students' opinion about speaking English

Choice	Classification	Frequency	Percentage
A	Easy	17	85
B	Difficult	3	15
Total		20	100

It indicated the students' opinion about English speaking. In this case, there were 17 students (85%) said that English language was easy. while only 3 students (15%) said that it was difficult.

Table 18 : The students' opinion about speaking English by used media

Choice	Classification	Frequency	Percentage
A	Like	20	100
B	Dislike	0	0
Total		20	100

It indicated that the students like to speak English by used media. We could see that all of the students (100%) like study English by used media especially in speaking.

Table 19 : The students' opinion about speaking English by used board game

Choice	Classification	Frequency	Percentage
A	Like	20	100

B	Dislike	0	0
Total		20	100

The opinion of the students about speaking English by used board game was very surprise because all of them liked it. We could see from the table where 100% of the students said like speaking English by used board game.

Table 20 : The opinion of students about board game arise their motivation in study English .

Choice	Classification	Frequency	Percentage
A	Agree	19	95
B	Disagree	1	5
Total		20	100

Even all the students liked study English by used board game, but there was one of them couldn't motivated in speaking English. It could see from table where 19 students (95%) said board game made them motivated and only onestudent (5%) couldn't motivated with it to study English. But above all, we could say almost them agree motivated.

Table 21 : The frequencies of teacher speaking English used board game

Choice	Classification	Frequency	Percentage
A	Sometimes	7	35
B	Never	13	65
Total		20	100

The following were the analysis of the 5 questionnaires open item. The items were :

Item 1 : This item show the reason of interested students speaking English by used board game media. The students interest to speak English by used board game because they could think creatively what they see from the pictures of board game. Item 2 : This item show the reason of uninterested the students by used board game in speaking English. Only a little students were uninterested with board game because there's some board game of pictures were unclear. So that's way some of students so difficult to see the pictures, Item 3 : This item shows the difficulties to speak by used board game media. because : 1. Lack of the vocabulary; 2. The structure knowledge for speaking was limited; 3. The pronunciation of the English; 4. Their self

confidence; 5. Unusual used board game for speaking; and 6. The pictures of board game was not clear. Item 4 : This item shows the kinds of media that students interested to influence their motivation to speak. Item 5 : This item show the students' suggestion to English teacher when teaches speaking English.

Generally the students' suggestion were :

1. When speaking subject should be taught by variation of interested media;
2. Gave more games that suitable with the subject;
3. Invite the students to study outdoor get the new atmosphere.

The result of interview

This interview got direct information from the English teacher describe about the difficulties of the students in speaking English and how to made the students interest with English learning.

The answer followed the questions :

- a. At MTs NW Darussolihin Kalijaga in the school year 2019/2020 the average of the students in learning English was 80%. In teaching and learning process, the teacher applied English fun to made the students interest with English.

- b. In teaching and learning process, the teacher combined English and Indonesia language. But sometimes in a day, full used English if in meeting class for made students usual used English language.

- c. As long as teaching and learning process, teacher never used board game as a media to support the speaking English. But it just used to introduce the students new vocabulary without speaking.

- d. Teacher said that there were many advantages of board game to speaking.

They were :

1. Help the students to add their vocabulary.
2. The pictures of board game could influence the students to think creatively and more motivated.
3. Board game easy to used and easy got intention the story.

- e. The factors made sometimes students to difficult to explore the intend used speaking English because they were shy that made them were not confidence to speak in front of other students; lack of vocabulary that made them to difficulties to share the opinion and the picture was not interest which the pictures were unclear.

Discussion

1. The Students' English achievement

The description of data collected through the test as explained in the previous section show that the speaking achievement of the students was improved. Students' score after giving treatment was better than before treatment by used board game. It means that before giving treatment to the students only some of the students were classified into excellent classification, but after giving treatment the score of the students improved.

The mean score of the post-test was also improved. The mean score in the pre-test was 38% and the mean score in the post-test was 57%. The total mean score of post-test was greater than the mean score of the pre-test.

In the value of the test, the writer found that there's a significant difference between the result of the pre-test and post-test. In other words, the used of board game was effective in increase the speaking ability of the students. The mean score of the pos-test also improved. The mean score of the pre-test was 38% and the mean score of the post-test was 57%. The total mean score of post-test was greater than the mean score of the pre-test.

2.The Students' interest

The used of board game to speak English was interested for students in the classroom. It was indicated from the questionnaires that all of students (100%) were like speaking English by using board game and 90% students were agree that board game media was easy to use. Besides that, there were 95% students agree that board game make them think creatively. It means that, by used board game was useful and got the positive interested category from the student to increase their speaking ability. By using board game, the writer found that the students could speak English even though still in low vocabulary, pronunciation and translate. And all students could apply speaking by used board game as a good method to improve their speaking ability.

CONCLUSION

According to the statistic calculation which analyzed in the previous chapter, a conclusion can be sum up that there was significant in Improving Students' Speaking Ability By Board Game. The data showed that most of students' got good score of board game they also got good score in speaking test. Therefore, the present writer summarizes that board game is very effective

in English learning especially in learning speaking. Used the board game to teach students speaking in English besides vocabulary. And memorize the vocabulary must be done.

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