Paper

by Herman Kh

DEVELOPING "BEBERAN" GAME BOARD AS AN INNOVATIVE MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL AT BEGINNER STUDENTS LEVEL

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Abstract

The purposes of this study were to develop "Beberan" game board to be practical innovative media that is easily to be used, efficient media to improve students' speaking skill. This study used research and development method. The researcher did this study by applying Borg, Gall combined with Sugiyono theory. There were seven steps of doing research and development these were need analysis, designing product, preliminary test, experts' judgements, product revisions, field test and final product of media. The subjects of this study were the students of fifth grade of study program Islamic elementary education Al-Anwar Islamic College. The total of the students were 30 (thirty) students. The instruments used in this study were observation, interview and test. Based on the data obtained the results showed that developing "Beberan" game board as an innovative media to improve students' speaking skill at the beginner level students were improved. It could be seen the results of the score pre-test and post-test that was 67.86667 to 72.13333. There was improvement score after using "Beberan" game board which was developed by using the steps of research and development by the researcher.

Keywords: "*Beberan*" Game Board, Innovative Media, Speaking Skill, Beginner Level.

INTRODUCTION

English is as a lesson which almost many schools at various levels in Indonesia get the lesson. English has different characteristics from other field studies as many people know. Meanwhile the function of language itself as a means of communication. It is suggested that learning English is not only learning vocabulary and grammar rules as a means of knowledge, but it must be applied in communication. This means that it should be able to use words and phrases very smoothly without much conscious thought. For example, the more students participate, activate and use English as a spoken language in the class; the various elements of the language they have stored in their brains. As a result, students gradually become autonomous language users[1].

The problem that generally occurs in language learning is speaking or the ability to speak English. According to Kosar and Bedir that the core of language learning is speaking. One of an assumption in society that the successfulness in language learning is

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[1] Harmer, Jeremy, *How to teach English* (Oxford: Pearson Education Limited, 2007), 123.

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discovered by accomplishing acquisition in speaking[2]. Leong and Ahmadi state that the foremost skills for the effectiveness of communication is speaking. It means that without any speech, the communication will not exist[3]. However, the problem that often arises is that not a few students can speak English even the students at university level in rural area. There are many reasons for these problems. The most common problem is that students are often not fluent in speaking English, this is because they are less accustomed to use English as a language of communication in a day, the second students often seem to think in advance what to talk about.

Indeed, spoken English is one of the most important things which help learners because it will be useful to them in order to communicate. Language learning should be able applied in communication[4], and the students should have skill to communicate in their life[5]. Speaking is one of compulsory subject at university. Speaking becomes easier if it allows students to speak every time in many occasions. Talking about speaking the students do not only focus on getting things done but also creating a warm relationship in their environment.

The government has drawn up English in this country as a foreign language that should be mastered by students not only students in the junior, senior high school level but also in the university level. English has different characteristics from the exact sciences or social sciences, which places in the function of language that is as a tool of communication. It identifies that once again learning English does not only learn vocabularies and grammar rules in the sense of needs in the classroom, but also it should be everyday used as a means to communicate. It means that for those who are studying English, they should be able to use words and phrases very smoothly and fluently. Bahadorfar and Omidvar state that the reasons why English learners should be able to speak. The reason is speaking is used as important part of language learning and teaching for ESL/EFL nowadays. Mastery speaking is a must for language learners. Then,

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[2] Koşar Gülten & Bedir Hasan., "Strategies-Based Instruction: A Means Of Improving Adult Efl Learners' Speaking Skills," International Journal of Language Academy. Research.2 no.3 (April 4, 2014)

[3] Leong, Lai-Mei & Ahmadi, Seyedeh Masoumeh., "An Analysis of Factors Influencing Learners' English Speaking Skill," International Journal of Research in English Education. Research .1 no (March 6, 2017)

[4] Ministry of education "Special Guidelines Competency-Based Curriculum Development Syllabus English" (Curriculum Development Syllabus English, 2004: 1)

[5] Kunandar, Guru Professional (Jakarta: Rajawali Pers, 2008), 290.

proficiency in speaking ability is one of the instruments in evaluating the learners whether he or she second or foreign language acquisition learners[6].

According to Richards, there are some functions of speaking in interaction. First, interaction in speaking can establish and maintain social relationship among society. Second function is as a transactional device which focuses on exchanging the information. Moreover, he adds that speaking purpose can be speech for interaction, speech for transaction, and speech for performance[7]. Good speaking activities can and should be extremely engaging for the students[8]. There are some points that should be emphasized in teaching speaking. According to Nunan, there are five principles that have to be considered in teaching speaking. The principles are 1) second language and foreign language learning context, 2) providing opportunities to talk, 3) fluency and accuracy 4) planning for speaking tasks, and 5) classroom activities design[9]. Harmer states that there are six principles of teaching speaking, they are 1) helping students overcome their initial reluctance to speak, be encouraging, provide opportunity, start from something simple, 2) asking students to talk about what they want to talk about, 3) asking students to talk about what they are able to talk about, 4) incorporating the teaching of speech acts in teaching speaking, 5) combining speaking with listening and reading, 6) and providing appropriate feedback[10].

There are many studies in teaching English especially in teaching speaking. One of the studies is the use of media in teaching speaking. It is believed that teaching speaking through media is a good way; students can follow easily the lessons. In fact, some schools especially in rural areas prove that the implementation of English learning so far is still passive and teacher-centered. This tends to learn English in theory about language itself. As a consequence, the students have little opportunity to participate in that case it causes students bored and they feel that English is a frightening subject. The problems above cause students' speaking skill is relatively low. It happens in the university level at regency area. Students find difficulties in expressing their thoughts, feelings, and ideas in communication by using the target language that is English.

[6] Bahadorfar, Maryam. & Omidvar, Reza.,"Technology In Teaching Speaking Skill. Research Scholar, Department of Linguistics, KIKS, University of Mysore, Mysore (India)," Acme International Journal of Multidisciplinary Research 2, no.4 (April 2, 2014)

[7] Richards, J. C, *Teaching Listening and Speaking. From Theory to Practice*. (New York: Cambridge University Press, 2008), 26

[8] Harmer, Jeremy, *How to teach English* (Oxford: Pearson Education Limited, 2007), 124

[9] Nunan, David, *Practical English Language Teaching* (New York: The McGraw-Hill, 2008), 54-56

[10] Harmer, Jeremy, *How to teach English* (Oxford: Pearson Education Limited, 2007), 102

For example there was a study which conducted by Jasmadi with the title is "The Use of Board Game Media in Teaching Speaking" (an Experimental Study on Second Grade of SMAN 1 Kluet Tengah). Based on the study the result was the result of the research showed that the use of board game media in teaching speaking has many positive effects to the students, such as: the students are more motivated in learning; more skillful because the interest of learning increases; easy to understand the material; giving the opportunity to all students to get a fair turn in practicing the material; eliminate boredom in learning; encourage the idea of new ideas; facilitate students in remembering and practice the material in daily life. They also learn enthusiastically in teaching learning activities. they showed positive attitude toward the implementation of board game media[11].

Then, the second study was conducted by Suryani, Aida and Rosa, Rusdi Noor, the title is Using A Board Game "Snake And Ladder" in Teaching Speaking at Junior High School". According to them, the result was Board game is a good media in developing students' speaking skill. It is very useful and applicable to be used in speaking class. It will make the students to be more creative in expressing their idea. Besides that, the students will find easier to identify idea on the picture. Board game helps teachers and students to present the material effectively[12].

Based on the problems above and the previous studies, the author takes the initiative to conduct the study through developing "Beberan" game board as an innovative media to improve students' speaking skill at beginner students level. This study is trying to answer the question how to develop "Beberan" game board as an innovative media. The purposes of the study are to develop "Beberan" game board to be practical media that is easily to be used, to be effective media to improve students' speaking ability. The researcher chooses this topic because this study wants to contribute one of the good ways in teaching speaking especially in developing "Beberan" game board as an innovative media. By developing "Beberan" game board is hoped that teaching speaking is not so hard, and the students are going to be interested in and able to use their speaking ability and applying what they have studied in speaking activity.

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11 Jasmadi, *The Use of Board Game Media in Teaching Speaking" (an Experimental Study on Second Grade of SMAN 1 Kluet Tengah)*, https://repository.ar-raniry.ac.id/id/eprint/1493.

12 Suryani, Aida and Rosa, Rusdi Noor., "Using A Board Game "Snake And Ladder" in Teaching Speaking at Junior High School," Journal of English Language Teaching 2, no. 2 (March 2, 2014): 23, http://ejournal.unp.ac.id/index.php/jelt/article/view/3701/2938.

Many teachers are getting fossilized during their lesson which caused by the limitation of the media and their experiments especially in teaching speaking. By developing"Beberan" Game board as the main innovative media and uses this media, it is expected to students engaging and activating the students to participate more in the lesson. Engaging and activating the students are two important elements in teaching speaking. Because when students are properly engaged, their involvement in the study and activation stages is likely to be far more pronounced. As a result, the benefit they get from these will be considerably greater[13] (Harmer 2007: 52). In addition, this topic has not much discussed by many persons especially in developing the media. The author tries to make a study by developing "Beberan" Game board as an innovative media in order to be practical, efective and efficient media that is suitable to be used to improve students' speaking skill.

RESEARCH METHODS

This study used research and development design. It was aimed to develop board game as an interactive media in teaching speaking. According to Gall, educational R & D is a process used to develop and validate educational product[14]. Sugiyono states that research and development is a research method used to produce a certain product and evaluate the effectiveness of the product[15]. In order to relate to the purpose of the this study, the researcher reduced ten flows of research and development, proposed by Borg and Gall and Sugiyono, then combined them into seven steps are as shown in the figure (have a look at figure 1).

This study was carried in February–July 2019 and took place in Al-Anwar Islamic College in Rembang, Central Java, Indonesia. The subject of this study was the students of fifth grade of Study Program Islamic Elementary Education. The total of the students was (30) thirty students consisting 8 (eight) males and 22 (twenty two) females. In order to acquire sufficient data, observation, interview, and test were used by the researcher as the instruments. Observation was a way of getting information by observing and making notes systematically about the observed phenomena. This activity would be done to get information about the problems that the lecturers and the students had especially faced in speaking class. In this study, the researcher acted as participant observer. The observer

[13] Harmer, Jeremy, *How to teach English* (Oxford: Pearson Education Limited, 2007), 52

[14] Joyce, Gall, *Applying Educational Research: a practical guide (5thEd), (*San Francisco: Pearson Education, 2010), 624.

[15] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Alfabeta, 2015), 297.

watched, observed and noted down the previous condition of the students in the classroom. Secondly was interview. This was conducted by distributing a list of questions aimed to discover particular information to the students and it would be put back after the respondent answer.

Thirdly, the test was given in this study which comprised pre-test and pos-test. A series of questions or exercises and other tools to measure skills, abilities, knowledge intelligence or talents possessed by individuals or groups is meant by test[16]. Pre-test is given to know the students' speaking skill ability before using "Beberan" game board as an innovative media developed. Moreover, post-test was given to see the result whether the students improved or not.

RESULT AND DISCUSSION

The researcher did this study by running the steps of research and development. The First step was about need analysis. Need analysis conducted to find out the need of both students and English lecturers in teaching speaking. In doing this activity, the researcher asked some lecturers about their opinion in speaking class especially for beginner level that was students of Study Program of Islamic Elementary Education at Al-Anwar Islamic College and how they expected the class environment to be in the speaking class. Based on the need analysis the researcher found the answer based on the interview given to the lecturers. There were three results of the interview. The first result was the lecturers wanted to change the methods used in teaching speaking. Then, the second result was the lecturers gave suggestion to change the strategies in teaching speaking, and the third result was the lecturers wanted to develop and make a new media (have a look at Figure 2). Based on the discussion to the other lecturers, the researcher got the suggestion from other lecturers and decided to take an initiative to develop a media that was "Beberan" game board" which was designed in a small shape previously (have a look Picture 1).

Next step was designing product. Designing product was the first development of the primary product would be conducted; this would be the first step of developing the product. The figure was described as the first product (have a look Picture 1). After that was preliminary test of the product, the primarily test of product would be done in small

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[16] Suharsimi Arikunto, *Pendekatan Dalam Proses Belajar Mengajar*. (Bandung: Remaja Rosdakarya, 2010), 150

scales of students. The test was given by using the small shape of "Beberan" game board. Based on the data acquired, the result was the students were not interested joining the game. The data was acquired from interview to the small scales of students. There were eight (8) students were joining. All of them stated that it was not interesting. It happened because the media was small and they did not enjoy running the game. Then, the researcher observed the implementation of the primary product. This step was a test product on a limited basis. These steps include: 1) performing initial field testing of the product design, 2) was limitation, both the substance and the design of the parties involved, 3) the initial field test performed repeatedly to obtain a feasible design, both substance and methodology.

After doing need analysis, designing product and preliminary test, next step was Experts' judgements. Experts' judgements meant after conducting preliminary test, the validity from the expert could be conducted to test the primary product. This step would help the researcher to map the development of the product. In doing this step, researcher asked two experts to analyze the product. The analysis would be the implementation of this product in teaching speaking and the components of media such as the animations, the form, and images (have a look at Figure 5). After analyzing the product, the researcher would also ask the suggestions from the experts and develop the product.

Then, the researcher would do product revisions. After doing preliminary test and experts' validation, the researcher analyzed and revised the product based on the result of the preliminary field test. Besides analyzing the implementation of the game in teaching speaking the researcher analyzed the components of the board game. Next step was Field test. The function of this step was to test product more widely. These steps include 1) to test the effectiveness of product design, 2) to test the effectiveness of the design, in general, using experimental techniques models; 3) field test results were obtained effective design, both in terms of substance and methodology. Final product of "Beberan" game board as media in teaching speaking was the final media which had been developed and modified with the result of the main field test. Then, fixed developed media was ready to be introduced and used in public, particularly in teaching speaking (have a look at Picture 2).

After developing the media the researcher used the media in teaching speaking by using "Beberan" game board which had been developed by the researcher as well as the steps in doing research and development. Previously the researcher gave a pre-test to the students and the result of pre-test score was 67.86667 (have a look at Figure 3). It showed

that the result was low by using and joining "Beberan" game board which printed in small shape (first product or primary product). Then, the researcher consulted to the experts judgment asking suggestions in developing this media. In the end, the researcher develop in designing "Beberan" game board based on the suggestions of experts judgment, and printed the final product of "Beberan" game board in a big printed which full of pictures and designs. The researcher did post-test to the students to know their ability in speaking improves or not. The result of post-test score was 72.13333 (have a look at Figure 4). It showed that there was improvement of ability in speaking skill from 67.86667 to 72.13333. According to the results of the developing "Beberan" game board, it could be stated that "Beberan" game board had already developed and designed by the researcher and it had been used in teaching speaking to the students of beginner level. The result was the ability of students' speaking skill was improved through joining the activity of doing and joining the "Beberan" game board.

Figure and Table Writing

There are some figures used in this study. The first figure is seven steps of doing research and development:
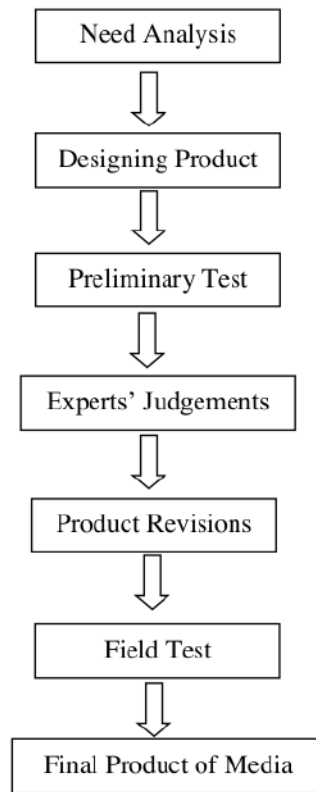
Need Analysis

⇩

Designing Product

⇩

Preliminary Test

⇩

Experts' Judgements

⇩

Product Revisions

⇩

Field Test

⇩

Final Product of Media

Figure 1: Steps of research and development

REST AREA	Germany	America	COMMUNITY CHEST	Norwegia	Portugal	STAY IN PRISON
Sweden						CHANCE
Spain			COMMUNITY CHEST			Korea
COMMUNITY CHEST		BEBERAN GAME BOARD				RRC
France						Hong Kong
Canada	CHANCE					Japan
GET IN JAIL	CHANCE	Singapore	Filipina	Thailand	Vietnam	START

Picture 1: The shape of "Beberan" game board Printed 50cmx50cm
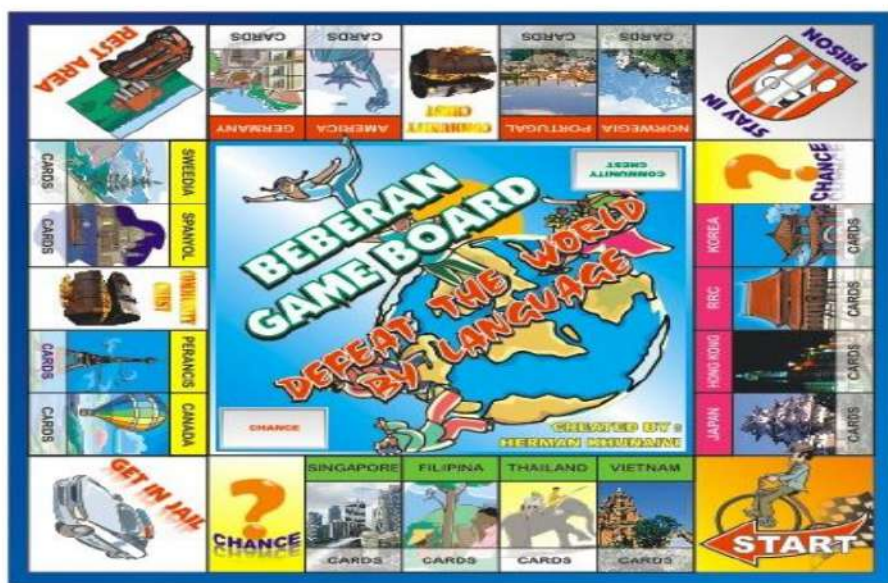
Picture 2: The shape of "Beberan" game board Printed 2mx2m

No	Name	Results
1	Lecturer 1	Changing the methods used in teaching speaking
2	Lecturer 2	Changing the strategies used in teaching speaking
3	Lecturer 3	Making a media, design a new media, develop media.

Figure 2: Result of Interview

Results of pre-test		
Total of students	Sum	Average
30 students	2036	67.86667

Figure 3: Result of Pre-test

Results of post-test		
Total of students	Sum	Average
30 students	2164	72.13333

Figure 4: Result of Post-test

No.	Suggestions from Expert Judgments 1 and 2	
1	Change the Animations on the game board	
2	Change the colour of the game board	
3	Add the Images on the board	
4	Change the Shape into wider shape	

Figure 5: Suggestions from Experts Judgements

CONCLUSION

Based on the data acquired, it could be concluded that developing "*Beberan*" game board as an innovative media to improve students' speaking skill at the beginner level especially at fifth grade students were improved. It could be seen the results of the score pre-test and post-test that was 67.86667 to 72.13333. There was improvement score after using "Beberan" game board which was developed by using the steps of research and development. Although the subject of this study was the fifth grade student level, their speaking ability was still in beginner level. After doing this research it was expected that the ability of the students in speaking skill would be improved, and it could be useful for them in the future time when they thought their students especially in teaching English for elementary students' level that is teaching speaking.

By developing "Beberan" game board, it is hoped, there will be a simple media that can be developed and can be utilized in teaching and learning process on the students of lower level. By developing that media, the students' involvement and their participating can improve. It happens because they interact to other students and they communicate by using the target language that is English.

Finally, by developing "Beberan" game board it could be concluded that developing Beberan" game board as media was easily to be used and understood in teaching speaking, it could be efficient media to improve students' speaking ability and it was effective media to improve students' speaking ability. It is not only be used in teaching speaking, but also it can be used in teaching vocabularies, teaching reading and other skills in teaching English.

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