

CHAPTER II

CONSTRUCT

Game is a pleasant activity. Game usually done for having fun and eliminate boredom, as well as a form of recreation. Hadfield (1990) states that the game is an activity filled with rules but the ultimate goal is to get pleasure. Furthermore, Chang and Cogswell (2008) argues that using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world.

Applying the game as a media in the teaching- learning process is one of the right choice. There are types of games that can be applied in teaching-learning process, one of them is board games. Board games is a toy that uses the board as a core media. The first board game known was in Senet, Egypt. Provenzo, (1981) states that the board game is a component that is specially designed in the form of several attractive boxes, small figurehead and dice for showing what steps the player must do in completing this game.

There have been several research related to using board game to teach speaking skills. The first research was helded by Rohdiana (2017). The researcher found several problems that students had low speaking skills and motivation to learn English. Moreover, the researcher also assessed the students' responses about the

implementation of the game applied. The expert validation revealed that the game is suitable for the students to help increasing the purposes of the study. The board games also one of kind of a good game that can be used as a teaching medium.

The second research was conducted by Apriliandini (2017). She found that the students are too shy to speaking in English because they lack of confidence and less of grammatical. The students not dare and nervous about expressing something error or inscutable, so it makes students had low motivation to speak English. To improve the good qualities of speaking skills and improve students' interest and enjoyment through speaking, the researcher use board game to solve the problem. The research also showed that by conducting the speaking troug board games the students became more confident to speak English. The effect also made the students joined more in speaking activities and got more opportunity to have a talk.

Another research was conducted by Putri (2018). From the result of the interview, she found that the students had problems in sharing their ideas and opinions orally as they were do not dare to makes mistakes and not convinced to have a talk in English. The students had hardships in pronouncing several English words. The researcher finding out whether there was any meaningful distinction between the students' speaking skill after they are trained using Board Game. The research result shows that there was an improvement in students' speaking skills after being trained using board game. The use of board games could improve students' speaking skills in five aspects, pronunciation, grammar, vocabulary, fluency, and comprehension. So, it

can be resumed that board games could be used to repair students' speaking proficiency.

This research shows that one of the purposes of teaching English is students can applied the English language to deliveres orally. The teacher has to be more innovative in electing teaching stuffs and works, and also provides a class situation that enjoyable and effective.

Based on the background of this study, the statement of research problem of this research can be formulated as follow:

1. How does the researcher using board game to teach speaking skills in a high school?

