

THE IMPLEMENTATION OF LABIRIN BOARD GAME IN ENHANCING STUDENTS' SPEAKING SKILL IN ELEVENTH GRADE AT SMA NEGERI 18 MAKASSAR

A. Tri Ayu Utami Ibrahim¹, Nurfaizah Sahib², Restu Januarty Hamid³

¹²³English Language Education Department, Bosowa University, Indonesia

ABSTRACT

This research focuses on the students' speaking skill through labirin board game. The aim of this study was to find out weather there was an enhancement of students' speaking skill after implementing the labirin Board Game in eleventh grade at SMA 18 Makassar in the 2022/2023 academic year. The method used in this study was quantitative experimental research with one group pre-test-post-test research design. Speaking test used as the instruments of eliciting the data. The procedure of collecting data was pre-test, treatment, and post-test. The samples of this research were the eleventh grade with 36 students. Simple random sampling was a method used to select a sample . The results of data analysis showed there was an enhancement in students' speaking skill of vocabulary, pronunciation, and fluency through the implementation of the abirin Board Game. The mean score of the students increased from 5.06 on the pre-test to 7.67 on the post-test The difference between the pre-test and the post-test was statistically significant ($0.00 < 0.05$). Based on the results of data analysis, the writer conclude that there was an enhancement after implementing the labirin Board Game on speaking skill in eleventh grade at SMA 18 Makassar.

Keywords : Implementation, Speaking, skill, Labirin Board Game

INTRODUCTION

Learning media is something that can be used to convey messages or information in the teaching and learning process so that it can attract students' attention and interest to learn. Media learning is one of the tools teaching for teachers to convey teaching materials, improve the creativity of students and increase student attention in the learning process (Tafoano, 2018:103) . Thus it can be said that the better the media is designed for learning needs, the more effective and efficient the learning process will be and the better the student's achievement will be. Vice versa, the lower the attention to designing media based on objectives, materials, and learning methods, the more ineffective and efficient the learning is carried out and ultimately causes student learning outcomes to decline. According to Nurrita (Nurrita, 2018:176), Interesting learning media for students can be a stimulus for students in the learning process. Therefore, the use of learning media in learning is very good because it can improve the quality of learning in the classroom. The use of learning media can be applied to various subjects including learning English.

English is the International lingua franca used at the official sessions of the United Nations (UN). English is the first international language used to communicate in various aspects of life; education, economy, politics, culture in the international scope (Munadzdofah, 2017:2). English has long been an inseparable part of the education system in Indonesia, which was initially only given to higher education levels, but over time the need and popularity of the English language increased which resulted in the curriculum for teaching English changing. In learning English, four skills must be mastered, namely, listening, reading, writing, and speaking.

Speaking is the ability to speak in English which is the main thing for a person's success in learning English. This is a separate issue that must be mastered by students, which is a combination of brain ability, word or sentence processing, and listening ability (Hotmaria, 2021:2). Sulastri (2019:19) added explanation speaking is the ability of humans to express their ideas, feeling, and thoughts by using oral speech which usually involves a speaker. Speaking is one of the main skills that must be considered in language learning. Of the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Rao, 2019:8). Zuhriyah, (2017:119) added that somebody is considered successful in learning a foreign language when he or she can speak it. Sahib (2019:19) said learning speaking is very important to help the learners to reach a target language.

Based on the results of interviews with eleventh-grade students at SMA 18 Negeri Makassar, they said that they still had difficulties in developing their speaking skills in learning English. This problem occurs because of the ineffectiveness of the learning approach used during the learning process. Teachers tend to be still topic-oriented. To practice students' speaking skills in English, the teacher gives the topic to the students, and the students are then allowed to explain the topic that he/she gets in front of the class. Based on the evaluation results obtained from the student interviews, there found a lot of complaints about students that using such a method made them feel depressed, afraid, and ultimately difficult to explore their ideas. this method also reduces their motivation to learn English.

Motivation is a psychological condition that encourages someone to do something (Arianti, 2018:125). Motivation has an important role in the teaching and learning process for both teachers and students. For teachers to know the motivation to learn from students is very necessary to maintain and increase the spirit of student learning. In addition to motivation, appropriate and interesting media are also needed to trigger students' motivation and increase enthusiasm for learning English.

Generally, students prefer to learn while playing. That's why the right strategy to use is to present the media game-based learning. With the game element in the media, learning will certainly be able to make students happy and

not feel bored while learning is in progress. Game learning media has advantages in involving students in the learning process wisely. In learning activities that use learning media games, the role of an educator does not dominate and the interaction between participants becomes more intensive. According to Hidayatulloh et al. (2020:201) games are able to motivate students, encourage students to learn, and games make the learning process more fun. With game learning media, each participant's students become a source of learning for each other. Often the problems that students face are solved by themselves first. If students are not able to answer the questions, then the students ask educators.

The labirin board game is expected to build enthusiasm and can motivate more for learning and be able to encourage students to be actively involved in the learning process to create effective learning. Labirinn board game will work more effectively because it maximizes students talk time. So that, with this game students will be more interested in speaking, more confident, and able to feel relax. To know the effectiveness of labirin board game the researcher is interested to make labirin board game. Therefore the researcher took and researched with the tittle The Implementation of Labirin Board Game in Enhancing Students' Speaking Skill in Eleventh Grade at SMA Negeri 18 Makassar.

METHOD OF THE RESEARCH

The design of the research that used in this research was experimental quantitative. The research design that used in this research proposal was experimental research using a one-group pret-test design, where this design includes a pre-test before being given treatment. Thus the results of the treatment can be known more accurately, because it could compare with the situation before being treated. This research was conducted in semester of 2022/2023 located at SMA Negeri 18 Makassar with a samples eleventh grade students, they came from IX IPS 3 class and the researcher selected 36 students. The instrument of this research used speaking test as an instrument to collect all information and data. The procedure of collecting data, the researcher gave a pre-test to determine students speaking skill before implementing labirin board game, after that, reseracher gave treatment and applied labirnn board game. The last, the researcher gave a post-test as the last test. From this analysis was compare the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher was use scoring guide which provides rating scale for criteria of vocabulary, fluency, dan pronunciation.

FINDINGS

The findings of the study showed the results of the data that has been analyzed statistically and tabulated the data. Comparing the results of the student

pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and paired sample of pre-test and post-test. All of those would explain by the following tables:

Table 1. The Comparison Mean Score of Students' Pre-Test and Post-Test

Respondents	Vocabulary		Fluency		Pronunciation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
AFS	1	2	2	3	3	3
AA	1	2	1	2	2	3
ANDS	3	4	2	2	1	1
AI	2	3	3	5	1	2
AM	2	2	1	3	3	3
AMNI	2	3	2	3	1	2
AMR	2	2	2	3	2	3
ASW	1	2	1	2	1	1
AA	2	3	2	3	2	2
AAH	1	3	1	2	2	3
ALA	2	3	2	2	1	2
CM	2	3	2	4	2	2
CKD	1	2	1	2	1	1
FSY	2	3	3	3	2	3
MMD	2	3	2	3	1	2
MAR	2	3	2	3	1	3
MAIA	1	2	1	2	1	1
MFA	2	2	2	3	2	3
MIBN	1	2	2	3	2	3
MNQ	2	3	2	4	2	1
MRD	3	4	2	3	2	3
MYN	1	2	1	3	2	2
MIA	2	2	2	3	1	2
NFS	2	3	1	3	2	2
NDY	1	2	1	2	1	2
NFJ	2	2	3	5	3	3
OAB	1	2	1	3	1	1
PIY	2	3	2	3	1	2
PWD	2	4	2	3	2	3
RVA	1	2	1	2	1	1
RRP	1	2	2	5	1	2
SHA	2	3	2	2	3	3
FJS	2	3	2	4	1	2
IFN	1	2	1	3	2	2
MFF	2	3	1	2	1	1

MFS	2	2	1	2	3	3
Total	61	93	61	105	60	78

Based on table above, it can be seen the comparison of students' speaking during the pre-test and post-test. it can be seen from the average score of students on the pre-test results and can be conclude students' speaking skills is very low. In the pre-test score, there is an increase score from the pre-test to the post-test, it can be seen from the average value that students get from the post-test results therefore can be conclude students' speaking skills have increased.

Table 2. The Percentage of Students' Pre-Test and Post-Test Score

Classification	Score	Vocabulary		Fluency		Pronunciation	
		pre	post	pre	post	pre	post
Excellent	86-100	-	-	-	-	-	-
Very Good	71-85	-	-	-	3	-	-
Good	56-70	-	3	-	3	-	-
Fairly Good	41-55	2	15	2	18	6	13
Poor	26-40	21	18	20	12	13	15
Very Poor	±25	13	-	14	-	17	8

From the table above, it can be seen that the comparison of the students' average pre-test and post-test scores on three skills vocabulary, fluency, and pronunciation. On the results of the average value of the pre-test percentage of students the highest presentation was in the poor category and there were no students who could reach the good, very good and even excellent categories. while on the results of the post-test percentage scores, the percentage score for the poor category has decreased and many students have been able to achieve fairly good, good and very good categories.

Table 3. Paired Samples T-Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Pretest - Posttest	-2,611	,934	,156	-2,927 -2,295	-16,767	35	,000

Based on table 4.19, it was found that mean of score of pretest and posttest was 2,611 . And the value of thitung = 16,767. In order to determine the significance level of the difference, compared to the ttabel value obtained the value of tcount = 16,767 and Sig. (2-tailed) = 0.000. Before looking at the table, the first must be determined degrees of freedom (df) in the whole sample

studied with the formula $df = N - 2$. For the number of sample studied were 36 students, then $df = 35 - 2 = 33$. The value of $df = 33$ on significance level of 5% obtained $t_{table} = 2.0345$. For $t_{hitung} > t_{tabel}$ or $16.767 > 2.032$ and $Sig. (2-tailed) = 0.000 < 0.05$, then H_0 was rejected and H_a accepted. So it can be concluded that there was a significant effect of the Implementation of Labirin Board Game in Enhancing Students' Speaking Skill in Eleventh Grade at SMA 18 Makassar.

DISCUSSION

This section the writer will present a discussion based on the data that has been obtained from the results. In this study the writers applied 4 meetings. The writer treated the students for four meetings. The first meeting, the writer did not directly apply the labirin board game media. The writer gave a pre-test in advance with the aim of measuring the extent to which students' English skills. Pretest session the writer gave questions to the students and then the students would be called one by one to try to answer the questions posed by the writer. When the students were start speaking, the writer would observe carefully and assess the students' abilities.

The results of the students' pre-test scores were very low. Many of the students felt they did not have the confidence to speak in front of the class, as a result, many of them could not answer or complete the questions given by the writer. This similar incident is also supported by the opinion of Maria Fransiska Betty with the title research Improving Speaking Skills Using Discovery Learning Method for Class X Students of SMK Santa Monica who revealed that the speaking ability of class X students is still lacking because students tend to be shy and do not have the confidence to express their thoughts. In addition, students often feel confused if they have to give an oral assessment of something. On the other hand, speaking ability is one of the basic competencies that students must possess in addition to reading, listening, and writing.

Furthermore, there were some students who felt hampered in pronunciation. Sometimes they find it difficult to pronounce words in English. The difference in speaking habits of Indonesian people with the tongue of native speakers (English speakers) is the cause of difficulty in pronouncing English. The thing that must be considered in learning English is Listening Skill or the ability to hear the vocabulary in English. Meanwhile there is a difference between Indonesian and English pronunciation. In Indonesia only has two sound systems: vowels and consonant while in English there are many sounds that are vowels, diphthongs, consonants, and clusters. The next problem is the lack of vocabulary mastery of the students so that it hinders their fluency in speaking.

Based on the problem, the writers tried to apply the right method, according to the level of mental development of students and can make students more active. Teachers must make changes one of is the ability to choose and determine appropriate learning strategies and methods to be applied in accordance with student conditions and the competency standards to

be achieved especially for the teacher's ability to determine the right learning strategy or approach regarding efforts to improve learning outcomes, one of them uses a method that can be applied is the Labirin Board Game method.

Labirin board game media is very good to use to help students to enhance their speaking skills. Besides that, there are several advantages of the labirin board game media are its practical use and easy to play because already has a guided book that will make it easier for students to play. The various benefits that can be obtained from the application of the labirin board game which are attract students' interest to pay more attention to learning, students was very enthusiastic when learning was associated with games. In addition, the application of the media board game makes the class more lively, and fun. But from some of the advantages and benefits of the labirin board game there are also several disadvantages of the labirin board game which are the class will be a little noisier when it is applied and the limited class hours make some students not get the opportunity to play in one meeting.

Based on the findings, it can be interpreted that students get a low average score in the pre-test. Looking at the three aspects that have been assessed, that are vocabulary, fluency, and pronunciation, the lowest score comes from the average pronunciation, students were only able to achieve a score of 2 then it can be concluded that their speaking was categorized into very poor. The problem was due to some factors the students have very limited basic vocabulary, no idea on the given problem, and they have no self-confidence in practicing. After conducting 4 meetings and for 4 consecutive weeks, students' speaking skill has increased, it can be proven by looking at the results of the average difference between the pre-test and post-test of students. The average pretest score of students is 5.06 and post-test. 7.67. To more clearly the significance of the difference between pre-test and post-test seen from the $T_{table} \geq T_{test}$ of the Pre-test and Post-test was ($T_{table} \geq T_{test} = 7.764 \geq 2.093$) decision making basis H_0 : the population mean before and after are identical H_1 : the population mean before and after is not identical. If probability > 0.05 , H_0 is accepted, but if prob < 0.05 , H_0 is rejected. From the output we can see that Sig (2 tailed) = 0.000. It can be concluded that there were significant enhancement students' speaking skill after implementing labirin board game in eleventh grade at SMA 18 Makassar.

CONCLUSION

Based on the findings and discussions, it can be concluded that the application of the labirin board game was able to enhance speaking skill on eleventh grade at SMA 18 Makassar. The application of the labirin board game with the concept of learning while playing made the class atmosphere fun and students can be more relaxed. In addition, students no longer feel afraid if they want to speak. They can speak more confidently without feeling pressured. Seeing

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the above, the labirin board game has a positive impression and can be applied in the next class to improve students' speaking skill.

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