<u>LEMBAR PENGESAHAN ARTIKEL ILMIAH</u>

THE EFFECT OF BOARD GAME ON STUDENTS' SPEAKING SKILL AT

GRADE XI OF SMAN 1 TAMBUSAI ROKAN HULU

**Karya Ilmiah ini dibuat Sebagai Salah Satu Syarat Kelulusan
Studi Sarjana (S-1) Di Universitas Pasir Pangaraian**

Ditetapkan dan disahkan di Pasir Pangaraian
PadaTanggal,   Juli 2016

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The Effect of Board Game on Students' Speaking Skill at Grade XI of SMA N 1 Tambusai Rokan Hulu

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh teknik board game terhadap kemampuan berbicara siswa dikelas XI di SMAN 1 Tambusai Rokan Hulu. Metode penelitian yang digunakan adalah Eksperimen. Sampel penelitian berjumlah 51 siswa. Hasil dari penelitian Eksperimen ini menunjukan adanya pengaruh yang signifikan dengan menggunakan teknik board game. Nilai (T_{test}) dalam hasil penelitian ini adalah 4.445 dan nilai (T_{table}) nya 2.012. Ini menunjukan bahwa nilai (T_{test}) lebih besar dari nilai (T_{table}). pada akhirnya adanya pengaruh papan permainan terhadap kemampuan berbicara siswa dikelas XI SMA N 1 Tambusai Rokan Hulu.

Kata Kunci: **Kemampuan berbicara, Board Game**

ABSTRACT

The purpose of the research is to know the effect of board game technique on students speaking skill at grade XI of SMAN 1 Tambusai. The method in this research is Quasi Experimental research. The participants of the study are 51students. The results of this research are there is significant effect of using board game technique. (T_{test}) value was 4.445 and (T_{table}) value was 2.012. It showed that (T_{test}) was higher than (T_{table}). The research concludes that there was significant effect board game on students speaking skill at grade XI of SMAN 1 Tambusai Rokan Hulu.

Key Words: Board Game Technique in Speaking Skill

INTRODUCTION

Speaking is one of the skills that should be master from Junior High School up to university level, because it is important for them to improve their skill to communicate orally by presenting their ideas in real life. Brown (1994:1) states that speaking is an interactive process of constructing meaning that involves producing, accepting, and processing information. The meaning depends on the context where it occurs, including the participants, collective experience and physical environment. It means that to practice their understanding, how to send idea, and how to spell word well.

Based on the researcher's observation, in SMAN 1 Tambusai in speaking skill, researcher found the following facts: firstly, the students' lack of time to practice. Secondly, teacher not use English when teach students. Sometimes the teacher never speak English when explain the material, most of the teacher always combine English language and Indonesian language when they teaching in the class. Thirdly, the students afraid to practice English language in classroom..

Chang and Cogswell (2008), states 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 ready apply to the real world. It means that, it attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are force to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Board game is a technique that will give many advantages for teacher and the students either. The students playing board game in the classroom only for language learning and help them to increase their speaking skill which they can apply outside of the classroom. Based on the problem above, Lack of time to practice for the students, the researcher want to find out that board game technique can help to increase students' speaking skill. So, the researcher conduct a research entitled "The effect of board games on students' speaking skill at grade XI of SMAN 1 Tambusai Rokan Hulu".

REVIEW OF THE RELATED LITERATURE

A. Related Theories

According to Turk (2003:9), Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask question, or give explanation. Speaking is the first form of communication between human being. Harmer (2001:269), states that speaking ability as the ability to speak fluently presuppose not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non verbal language. It happens in the real situation and has little time for detail planning. Therefore, the fluency is require to reach the goal of the conversation.

According to Carolin (2005:45), speaking is a basic oral communication among people in society. It speaking which serves as natural means of communication of the members community for both expression of thought and form a social behavior. Jordan (2009:3), states that speaking is the action of delivering information or expressing someone's thought and feeling in spoken language. It seems that speaking is action use to give or share the information to other and express thoughts and feeling orally.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety context. Either four of five component are generally recognized in analyzing the speech process Heaton in Irianti (2011:7): First is Pronunciation. In Oxford dictionary (2008:352), defines that pronunciation is way in which a language or particular word or sound is spoken. It means that pronunciation is the important aspect if we want to speak English clearly and the manner how to pronouncing the sound correctly.

Second is Grammar. According to Swan (2005), defines grammar as the rules that show how words are combine, arrange, or change to show certain kinds of meaning. So that grammar is the pattern word, if it is combination by several word it will have a new meaning. It is a basic unit of meaning because without that thing it can not be able send a message about some information.Third is Vocabulary. Vocabulary is basic element in a language, it is an important part of language. It means that vocabulary is a small unit of language. Fourth is Fluency. According to Pernanda (2009:10), fluency is the quality or condition of being fluent. Fluency can be defines as the skill to speak fluently and occurally. Fifth is Comprehension. Comprehension is doing by person those getting some information reasonable about subject that is being discuss.

Moursund (2007:7), said the word game means different things to different people. Wright (2006:1), states that the word "game" means an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. Games are essentially engaging and the native language concerns can easily be substitute for English in many cases. It means that by using games, students have interest to break the challenge in each game. Students also have no reason to be bored because the teacher has made a game, which is good for students to connect the new language in English for communicating with their friends. Games can offer practice in all stages of teaching and learning sequence including presentation, practice and production. That is, many games supplay the same dense use of language as more conventional drills which mainly give repeat practice on a

language from during a limit periode of time.

According to Gordon and Bedro (1999), board games are any games which mainly involve moving markers along a path. The rules of board games range from very simple one such as Snakes and Ladders. Board games are a kind of games that can be use in teaching language because as Porenzo (1981:2), states that board games are also been use to teach children basic fact and information about the world in which they live. In the board game, there are some materials needed by the player.

Mayer and Haris (2010:12-16), states that using games they can get many life skil as follow: authentic experience, students engagement, social and life skill, and higher-other thinking as some goal of board game. Scott Nicholson (2010:56), states that there are two main parts that is include in this kind of board games: mechanics and theme. Then he says that, this appropriate commands list on the card. Meanwhile, if pawn landed on grids stars the player must take one change cards in the form of the players the opportunity for forward and backward steps. Next, players who until the finish is the winner.

Third, the next activity after each group complete play board game is ratings students' speaking skills. Then, appraisal done by facilitating every students take one question in chunks paper and the student must answer the question. Next, in this activity students will carry out activities speaking individually. Next, that matter conduct to determine development of speaking skills students after playing a board game.

Buckby (1994:82), states that the useful of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are: First, board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Second, the game context makes the foreign language immediately useful to the students. Third, through playing board game, students can learn English they way students learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Educational board games are

is the list of the steps in using board games for teaching speaking, they are: First, The researcher prepares the material to play the games like board, dice, pawn, and the tables. Then, the teacher divides students group into eight group each group has 3-4 member. Next, the researcher lays the games board on the table for each group. Next, each group should sit around the board and each member has one pawn to walk over the board. Second, the students choose the first one two shake the dice. Then, the number in the dice decides how many columns that the member should walk. If the dice show two, the member walks two columns and each member has his/her turn to shake the dice. Next, if the pawn land in the plot with the symbol "?" (Question mark) The player must take 1question card that contains a question and the student must answer. Then, when pawns land in the plot with the symbol "!" (Exclamation point) the player must take 1 instruction card and follow the the best solution for teaccher problems especially in teaching speaking skill. In addition, board games are very attractive, effective and interesting games. The Snakes and Ladders board game can be use as one of the media that facilitates the students to be able to speak in the class. According to Chang and Cogswell (2008), using a board game in the language classroom is an effective, low anxiety, and fun way for them to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world.

Playing the Snakes and Ladders board game is an interesting thing to do in the class. This game is fun and it helps them to learn the language while playing the game so they are not anxious in the class. They will speak using English with their friends in the class. Using the clues in the cards, they will be motivated to speak English to complete the task of the game. While talking with their friends, they will be able to increase their fluency because they will repeat using the same expressions and vocabulary. Based on some theories expert above, the researcher conclude that board games is effective, attractive, can increase motivation the students in learning process and can increase students speaking skill. Then the students can express their ideas

using English with their friends in fun way. By learning in groups, students build the characters of working cooperatively, be self-confident, creative, responsible, and honest in learning.

B. Related Findings

There are some similar research studies that has been conduct before. They are: Larasati (2011), Wulandari (2014), Jayanti and Murdibjo, and Zakiyah: Ananthia' and Rostika (2015). There are differences between theories research with the researches' research they are: participant, grade of students and them skill are vocabulary mastery, speaking ability and speaking activities. Therefore, the researcher conducted the research "Is there any significant effect of board games on students' speaking skill at grade XI of SMA N 1 Tambusai Rokan Hulu?"

RESEARCH METHODOLOGY

A. Research Design

This research is quasi experimental research design. It focuses on quantitative approach. One group as an experimental by the board game technique and one group as an control by existing teaching. This reseach

Sample is part of population which is supposed to represent the characteristic of the population. From the five classes of the population, all of the data are homogen based on school grades report. Then the researcher select two classes as the experimental groups and control group by using cluster random sampling. It means that experimental class used treatment board game technique and control class used existing technique.

D. Instrumentation

The test to know the effect of board games on students' speaking skill for the grades XI of SMA N 1 Tambusai Rokan Hulu. In this research the researcher used test. The test is speaking test. Then, it used to find out the students' speaking skill after applying the technique. The test consist of Pre-test and Post-test. Pre-test is to finding out how far students speaking skill. Secondly, post-test to finding out the

have two variables, they are X variable (Independent variable) and Y variable (Dependent variable). Independent variable is use board games technique. Subsequently, dependent variable is speaking skill.

B. Setting of the Research

In this research, the researcher could identify that the independent variable (X) is the *board games technique* and the dependent variable (Y) is *students' speaking skill*. This research was conducted at SMAN 1 Tambusai of grade XI students in 2015-2016 academic year, which is location in Rokan Hulu regency. It consists of 51 students, the time of conducting research avtivities was two months, started from April until Mei 2016.

C. Population and Sample

1. Population of research

The population in this research is the students of grade XI of SMAN 1 Tambusai Rokan Hulu. There are 5 classes in this grade. Class A consist of 25 people, class B consist of 26 people, class C consist of 28 people, class D consist of 31 people, and class D consist of 31 people.

2. Sample of the research

students' speaking skill after treatment is give teaching with board game technique. In this research, for pre-test and post-test will give different topic to students, then students practice in front of the class. Meanwhile, when students speaking will be assessed with speaking components, they are: Pronunciation, Vocabulary, Grammar, Fluency, and Comprehension.

E. Procedure of the Research

1. The Procedure of the Research for Control Group
a. Pre-test

The researcher give pre-test to XI IPA 1 as control group. Pre-test to know the previous students' speaking skill. In pre-test the researcher ask students to speak with the topic "My Diary" same topic with experimental group in pre-test.
b. No treatment

There is no treatment in control group. Students learn in existing teaching. Students has ordinary ways in speaking. In other word, control group no teach by board game technique in speaking.

c. Post-test

The post-test do after finish pre-test. It has aim to know is there significant different. The researcher give the topic "My Holiday" as topic for post-test and same topic with experimental group in post-test.

2. **The Procedure of Research for Experimental Group.**
    a. Pre-test

Students give pre-test before they get treatment. The researcher give pre-test to XI IPA 2 as experimental group. Before treatment, the students in experimental group will give pre-test. The aim for given the test to know the previous students activity in speaking. In pre-test, the teacher ask students to speak based on the topic given. The topic experimental group in pre-test same with control group in pre-test. The topic is "My Diary".
    b. Treatment

After given pre-test, the researcher do the treatment using board game technique to speak. This treatment is take order to know is there significant effect on students' speaking skill after using board game technique. Treatment is finish for four meetings. The treatment will give to experimental group only.
    c. Pos-test

The purpose of given post-test is to find the effect on students speaking skillafter using board game technique. Pos-test is give to experimental and control group. The topic in experimental and control group is same, the topic is "My Holiday".

In analyzing the data collect from the test, the researcher will analyze them by using t-test. It will be use to know significant effect between in using board games in pre-test and post-test.

Hartono (2008:206), states that the score will be analyzed by statistic formula Hartono, which statistical analysis and different mean was analyzed by using independent sample T-test.

F. **Technique of Collecting the Data**

There are some steps to collect the data: First, Pre-test. In pre-test the teacher will give some topic to students like: My beautiful love story, my holiday, my family, my diary, Silent Love and my daily activity. Next, the teacher ask each students take one of the topic then comprehend and develop by thelmselves and practice in front of the class. Second, the teacher will give treatment. It use Board Games technique. The treatment will apply in experimental class. Third, Post-test. in post-test the teacher do test and give different topic with pre-test like: Silent Love My beautiful love story, my holiday, my family, my diary and my daily activity.

G. **Technique of Data Analysis**

The researcher calculate deviation between pre-test and pos-test of experimental and control group. To analyze the data, the researcher use the satistic test, the researcher use the SPSS. There are:

1. **Normality Data**

Normality aims to see the wether the data is normally distribute or not, this use to determine the slope formula. To know the varible X and Y distribute or not. The researcher use liliefors test because the data is a nominal data.

2. **Homogeneity Data**

Homogeneity the test use to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test, have the same basic skill.

3. **T-test**

$$t_0 = \frac{Mx - My}{\sqrt{\left[\frac{SDx}{\sqrt{N-1}}\right]} + \sqrt{\left[\frac{SDy}{\sqrt{N-1}}\right]2}}$$

where :
to   = the value of t – obtained
Mx   = the mean score / Average of students' experiment class.
My   = the mean score / Average of students' control class.
SDx   = standard deviation of experiment class.

SDy   = standard deviation of control
class.
N   = Number of students.

FINDINGS AND DISCUSSION

A.   Finding
        The researcher did research at SMA
N 1 Tambusai in grade XI years. There were
two classes, first experimental class and the
second control class. In experimental class
the researcher used treatment board game
technique. While in control class the
researcher use existing technique (dialogue).
In experimental class 25 students and the
control class 26 students.

1.   Data Presentation
        This research was conducted to
know the effect of board game students'
speaking skill at grade XI of SMA N 1
Tambusai Rokan Hulu. A set of test was to
find out the score of students' speaking skill
at grade XI of SMA N 1 Tambusai. Test
consist of two test, pre-test and post-test.
pre-test done before samples get the
treatment. The purpose of pre-test is to
measure the students' speaking skill before
treatment. While post-test done after
experimental class get treatment. The
purpose of post-test is to measure students'
speaking skill. Here the detail of data
presentation.

Table 1
The increasing of students' speaking skill

	Pre-test Mean	Post-test Mean	Increasing
Control class	40,92	52,66	11,74
Experiment class	43,60	64,32	20,72

        In table above, shows the increasing
score of experimental class and then
increasing score of control class. It could be
seen on the table above, the increasing of
experiment class was 20.72 and the
increasing of control class was 11.74. It
means that increasing of experimental class
was higher than increasing of control class.
The increasing or progress explained that
teaching speaking using board game had the
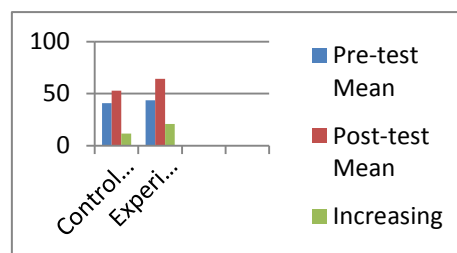significance effect towards students'
speaking skill.

Diagram 1. The increasing of students'
speaking skill

        Based on the graphic above, the
increasing of experimental class was higher
than increasing of control class. The
increasing in experimental class is 20,72 and
the increasing in control class is 11,74.

obtained sig= 0,087 was bigger than 0.05.
Then the data before the study results gained
control class sig = 0,090 bigger than 0,05.
Remarks that could be taken that the data
were normally distributed and decent
analyzed using t-test.

2.   Data Analysis
a.   Normality Data of Experimental
        Class and Control Class in Pre-test
The values was significance value on
shapiro-wilk learning outcomes data before
threatments in class experimental values

b.   Homogeneity   Data   of
        ExperimentalClass   and   Control
        Class in Pre-test

Homogeneity of variance turns out tests with
statistical significance based on the mean
obtained

0.064 far exceeds 0.05. Thus the research data above was homogeneous, which means the study sample had the same variance.

c. Normality Data of Experimental Class and Control Class in Post-test

Significance value on Shapiro- Wilk on learning outcomes data before experimental treatments in the class obtained sig = 0.175 and the data results after existing technique normally distributed and decent analyzed using t-test.

d. Homogeneity Data of Experimental Class and Control Class in Post-test

Test homogeneity of variance turns out tests with statistical significance based on the mean obtained 0.091 far exceeds 0.05. thus the research data above was homogeneous, which means the study sample had the same variance.

3. Hypothesis Testing

Ha: There is a significant effect of board game on students' speaking

B. Discussion

Based on the result of the study showed that the mean of students learning outcomes in speaking skill used by board game technique higher than the mean of existing technique. It can be seen from mean score pre-test in control class 40.92 and mean score pre-test in experiment class 43.60. While mean score post-test in control class 52.66 and mean score post-test in experiment class 64.32. Then the support value of t-test 4.445 > t-table 2.012. This indicate that the application of learning technique is use board game technique in speaking skill to differences of learning existing technique in students outcomes in speaking skill, experimental class higher than control class. Finding was related some experts.

First, Buckby (1994:82), states that the useful of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are: First, board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Second, the game context makes the foreign language immediately useful to

learning gained control of the Sig = 0.115 greater than 0.05 alpha (α > 0.05). Remarks that could be taken that the data were

skill at grades XI of SMA N 1 Tambusai Rokan Hulu.

The result in equal variances assumed t-test = 4.445 and Df = 49. while the result in equal variances not assumed t – test = 4.389 and Df = 33.718. Then, if value to t-test = 4.445 compare with t-table = 2.012 by Df 49. It means that t-test 4.389 > t-table 2.012. Futhermore, sig. 0,000 < alpha 0,05. So, this result was inferential that Ha accepted and Ho rejected, because t-test higher than t-table. If t-test smaller than t-table Ho accepted and Ha rejected. In short, board game technique had effect on students speaking skill.

the students. Second, according to Chang and Cogswell (2008), using a board game in the language classroom is an effective, low anxiety, and fun way for them to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world.

Based on finding, the board game technique was very effective in educational. Especially, in teaching speaking. After the board game techinque applied in teaching speaking in grade XI of SMA N 1 Tambusai, the students' speaking skill increased. When the technique applied to students' in speaking skill they very funny in played the board game. Students' more confident and not shy to speak English. So, the board game technique was very effective and fun way for students' in speaking skill.

C. Limitation of research

This research analyzed in speaking skill at grade XI of SMA N 1 Tambusai. Since the research was inaccessible, it becomes the limitation of this research. From the limitation of research were, first substantively the researcher did this research eight meeting. In fact, limited of time the researcher did this research six meeting because the students will do examination.

Second, during this research, the school often followed the competition. So, many students who did not attended. So, its meeting were not corresponded with schedule.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding of the research that was done for grade XI years students of SMA N 1 Tambusai. There was significance effect of using board game. It can be seen from mean score pre-test in control class 40.92 and mean score pre-test in experiment class 43,60. While mean score post-test in control class 52,66 and mean score post-test in experiment class 64,32. Then mean score t-test 20,72 of experiment class and mean score 11,74 of control class. It also support with value of t-test = 4,445 while t-table = 2,012. It means that t-test was bigger than t-table. Futhermore, the value of significant 0,000 < alpha 0,05. So, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In short, there was any significant effect of use boad game toward students' speaking skill at grade XI year students of SMA N 1 Tambusai.

Finding showed that before treatment students' shy and afraid to practice English in classroom, because they were afraid to make mistakes, not confident and their friends will laugh because what say was wrong. Then, after treatment applied they more confident and were not shy to speak English in classroom. It can be conclude that the result of teaching speaking skill by used board game in experimental class was better than used dialogue in control class.

B. Suggestion

After presented the research findings, the researcher gave some suggestions to the individual who those more concerned about teaching English to the students in education domain, particularly the English teacher at Senior high school level and suggestion to students as in the following:

a. The teachers are expected to pay more attention in teaching speaking.
b. The teachers are expected to able to create a good relation between teacher to student and student to student.
c. Teacher expected to be well prepared before applying board game technique.
d. In applying board game technique the teacher expected to have to be more creative students to be having more interested.
e. Students should not be afraid of making mistakes.
f. If the students do not worry ver much about mistakes, they will feel more comfortable and confident to speak English.

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