



IMPROVING STUDENTS' SPEAKING ABILITY THROUGH STORY BOARD GAME

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Abstract

This journal is made based on the action research in order to improve students' speaking ability by using story board game. This action research was conducted in SMA Negeri 1 Grabag. The action research was carried out in some steps. Those steps were pre-elimination test, conducting the cycle starting with planning and action, observing and reflecting. As data source, observation sheets and questionnaire are used in this research. The implementation of the game was reflected on the classroom activity and the result of observation sheets. While, he score was gotten from the scoring system. By using this game, the students' speaking ability increased. Some aspects in speaking assessment were also increased. The analysis of observation sheets and questionnaire give more description about the implementation of this game. According to the study, it can be concluded that by using this game in speaking class, students' speaking ability can be improved. This game is good media to help the students in speaking English in more enjoyable way.

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INTRODUCTION

One of the language skills which is important is speaking. Speaking as one of language skill which is being taught in school, has become the main concern for teacher. Teacher of English should be able to find some methods to develop students' skills, especially in speaking. Teachers mostly spend much time to find an appropriate method to encourage the students so that their speaking ability will be significantly improved.

Speaking English as foreign language may not be too useful for the students; it will not affect their daily life. It will affect students' performance in front of foreigners when they cannot construct good speaking. Lack of confidence and vocabulary to speak can be the main factor in speaking difficulties.

Vocabulary and grammar also affected speaking. Awareness of vocabulary and grammar helps the students to practice speaking. Here, the problem that faced by students is they were lack of knowledge in using an appropriate vocabulary and construct it grammatically. The concern of this study is to improve speaking ability of intermediate students. Intermediate students can be described as someone who have progressed beyond the novice stages to an ability to sustain basic communicative tasks, to establish some minimal fluency, to deal with few unrehearsed situations, to self correct on occasion, to few compensatory strategies and generally to 'get along' in the language beyond mere survival (Brown 2001 :103-108). Here, tenth grade students were chosen. After knowing the problems in improving students' speaking ability I conduct the research for intermediate students to apply a technique, in order to improve their speaking ability. One of the techniques is by using games, and games can be the alternative technique to teach. The game which is used is board game. Board game itself is a game which is played by moving the counter according to the number from the thrown dice. There are many kind of board games. And the game which is chosen called story board game. It is the modification of board game.

Literature Review

Speaking in foreign language is not as easy as speaking in our mother tongue. It is obvious that in order to be able to speak in foreign language, it is necessary to know a certain amount of grammar and vocabulary (Martyn Bygate 1987:3).

According to Bygate (1987:5-8), speaking can be seen as skill based on these basics: motor perceptive skills and interaction skills.

Speakers know how they can speak well because of their linguistic knowledge. There are some linguistics knowledge like; genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary and phonology (Thornbury,2000:11).

This research mostly concern on grammar and vocabulary. Speaking is always related to vocabulary and also grammar. Vocabulary in order to convince the meaning and the context, then grammar affects in how speaker construct the spoken- sentence. Grammar also helps the students to derive meaning from some instructions or contexts. The teacher can assess their ability to discriminate one form meaning (Celce Murcia, 2001:260).

From the definition about speaking, it can be concluded that speaking is one of language skill which construct the meaning and need certain grammar and vocabulary used to make communication with other.

Classroom circumstances or classrooms hours may be the only part for EFL learners to expose their English. As teacher those circumstances should have something for students need to accomplish. Brown (2001:117) gives some guidelines to help the teacher compensate for the lack of ready communicative situations outside the classroom. Those are:

- a) Use class time for optimal authentic language input and interaction
- b) Don't waste class time on work that can be done as homework
- c) Provide regular motivation-stimulating activities

- d) Help students to see genuine uses for English in their own life
- e) Play down the role of tests and emphasize more intrinsic factors
- f) Provide plenty of extra-class learning opportunities
- g) Encourage the use of learning strategies outside the class
- h) Form a language club and schedule regular activities

An important concept for teachers to understand is that while students are at the beginning or intermediate levels of language learning, that is, while they are still developing their fluency, accuracy and also proficiency often work against each other (Bailey, 2005:5).

According to Gerlach and Elly (1980: 254), to select the appropriate media, the teacher must take note of the characteristics of students which directly relate to the learning process such as verbal abilities, visual and audio perception skill, experience, intelligence, motivation, personality and social skills. Because of the important role of media, teacher must be able to choose appropriate media and use the good method in teaching and learning process in order to get satisfactory results.

Chen and I-Jung (2005) state that game offer students fun filled and relaxing learning atmosphere. In teaching and learning process it can be denied that relaxing and enjoyable situation of the class plays important rule.

According to <http://www.storytreeonline.com/Storyboards.html> story board game, is defined as another way to explore narrative possibilities or to rehearse a performance. A good story board can help you learn an unfamiliar story or facilitate the development of an original story.

While, in conducting the research the writer used classroom action research. According to Chamot and friends, (2011:2) action research is classroom based research conducted by teachers in order to reflect upon and evolve their teaching. The purpose of the research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy and

student learning. Chamot also gives some steps in doing action research. The steps is similar with another experts did such as; choosing the research questions, deciding the information needed, analyzing the data, organizing and writing up the data, and the final step is incorporating the results.

RESEARCH METHOD

In this research, the method which is used was classroom action research. The writer conducted 2 cycles and a preliminary test. The subject of the study was the tenth grade students of SMA Negeri 1 Grabag class X.3. Twenty five students were following the cycles. In this research, the writer used observation sheets and questionnaire to collect the data from different sources. Scoring system was used to assess the students in their speaking performances. To avoid the bias and subjectivity, the researcher used data source triangulation. It means that the description of the result was not only from the writer's side but also from students and teacher class side. In analyzing pre-elimination test, cycle 1 test, cycle 2 test, the researcher asked the students to perform in front of the class to retell the story (narrative). Then the researcher assessed the students' performance based on the scoring system. The research used the mean of the results to be compared whether there was some significant improvement or not.

The observation sheet was analyzed by the result of the criteria on the observation sheet. The result described about the students' interest and students' response about the conducting of the story board games in the class. Besides, it also described about students' activity, students' attendance and student's participation during the teaching and learning process. The researcher used some blank papers to take note of the observation and anything happened during the implementation of the game.

Since the questionnaire was given to the students after the last cycle, the result of the questionnaire reflected student's interest based on their own answer. Because the questionnaire was closed questionnaire, the procedure of

analyzing the questionnaire was based on the most answers made by the students. The result described student's interest, like and dislike, and also their impression in English speaking class from their point of view.

about students' difficulties in speaking. The score of preliminary test were not good enough. Here, the researcher what aspect that would be improved. The researcher was conducting the cycle 1 by using the first story board game. The teacher class observed the students and filled in the observation sheet. The writer then assessed the students' speaking performance. Table below, shows the result of cycle 1 test

RESULT AND DISCUSSION

Before conducting the research, the writer conducted the preliminary test in order to know

Result of Cycle 1 test

Speaking Aspects	Mean of cycle 1 test
Pronunciation	1.92
Interaction	1.60
Vocabulary and Grammar	2.04
Fluency and Coherence	1.60
Intonation	1.52
Stress	1.24
Mean	1.65

After cycle 1 test, the researcher reflected the result with the game. Cycle 2 was conducted because there was some aspect which needed improvement. Story board game type 2 was used

in this cycle. The result of cycle 2 test was better, and the improvement was significant. Table below shows the result of cycle 2 test

Result of Cycle 2 test

Speaking Aspects	Mean of cycle 2 test
Pronunciation	2.72
Interaction	2.20
Vocabulary and Grammar	2.60
Fluency and Coherence	2.32
Intonation	2.16
Stress	2.12
Mean	14.12

Based on the result from preliminary test, cycle 1 test and cycle 2 test, table below shows

the summary result and the improvement of each aspect

Summary Result

Speaking aspects	Mean of the score			Improvement
	Preliminary	Cycle 1 test	Cycle 2 test	
Pronunciation	1.56	1.92	2.72	1.16
Interaction	1.16	1.60	2.20	1.04
Vocabulary&Grammar	1.72	2.04	2.60	0.88
Fluency&Coherences	1.20	1.60	2.32	1.12

Intonation	1.24	1.52	2.16	0.92
Stress	1.16	1.24	2.12	0.96
Mean	1.34	1.65	2.35	1.01

From the table above it can be concluded that the improvement in students' speaking ability was good. Here is some of description of the improvement in each aspects:

a) Pronunciation

In this aspect, the result shows that there was improvement in students' pronunciation. The students start to make a clear pronunciation. They understand how to pronounce the word correctly. They could make a clear distinction in pronouncing some word (e.g in preliminary test some of them still pronounced "handsome" with [hʌnsəm]. but after the first action was conducted, their pronunciation improve. They can pronounce the word "handsome" correctly [hænsəm]. The average score of pronunciation showed the improvement. The mean of preliminary was 1.56 and cycle 2 test was 2.72. Since they got difficulties in pronouncing some words, in cycle 1 and cycle 2 there was some correction, so they could pronounce the words better than before. Though the improvement was only 1.16 from preliminary and cycle 2 test, it could be said that the improvement was good enough.

b) Interaction

In telling the story, an aspect of speaking which was assessed was interaction. In preliminary, students did not be able to make good interaction, but by doing cycle 1 and 2 these aspects increased. In preliminary the mean was 1.16 and the cycle 2 test was 2.20. It improved 1.04 for this aspect. It was good enough for the improvement. The students were able to make good interaction after getting the action. They could make good interaction with the audience while telling the story. Inside their group, they were also be able to make good interaction. Not only in retelling the story but also gave the response to their friends.

c) Vocabulary and Grammar

This aspect was the aspect which has better improvement than other. The students

were able to use and construct the sentence in good order and grammatically correct. For example in cycle 1 they made sentences such as "one day live a handsome boy named Malin Kundang", in cycle 2 they could make a correct sentence to "one day lived a handsome boy named Malin Kundang." It could be seen from the improvement of average score of this aspect. The average score of preliminary was 1.72 and the average score of cycle 2 test was 2.60. It was different from pronunciation and interaction, those aspects got the improvement with the value 1.44 and 1.04, and this aspect only got 0.88. But at least, the result was higher than other aspects.

d) Fluency and Coherences

These aspects were the aspect which became the problem for the students. Some of the students were fluent in telling the story but they did not comprehend the story. Some others comprehended the story but got difficulties in telling it. However, by doing the action, those two aspects could be improved, not only fluency but also the comprehension. The students could increase these two aspects in the same way. The average score was 1.20 in pre elimination test and in the cycle 2 was 2.32. The improvement for this aspect was 1.12. This improvement gave the best result for the students, since they were be able to comprehend the story and fluent in telling the story.

e) Intonation

This aspect was the important aspect in assessing speaking. It could give the meaning when we are speaking. The mean score of intonation on preliminary was 1.24 and in the cycle 2 test was 2.16. Though the improvement was 0.92, the students could make better intonation, so when they were telling the story; it sounded well and did not flat, the feel and meaning of the tone of story was getting better. By the improvement of this aspect, it was hoped

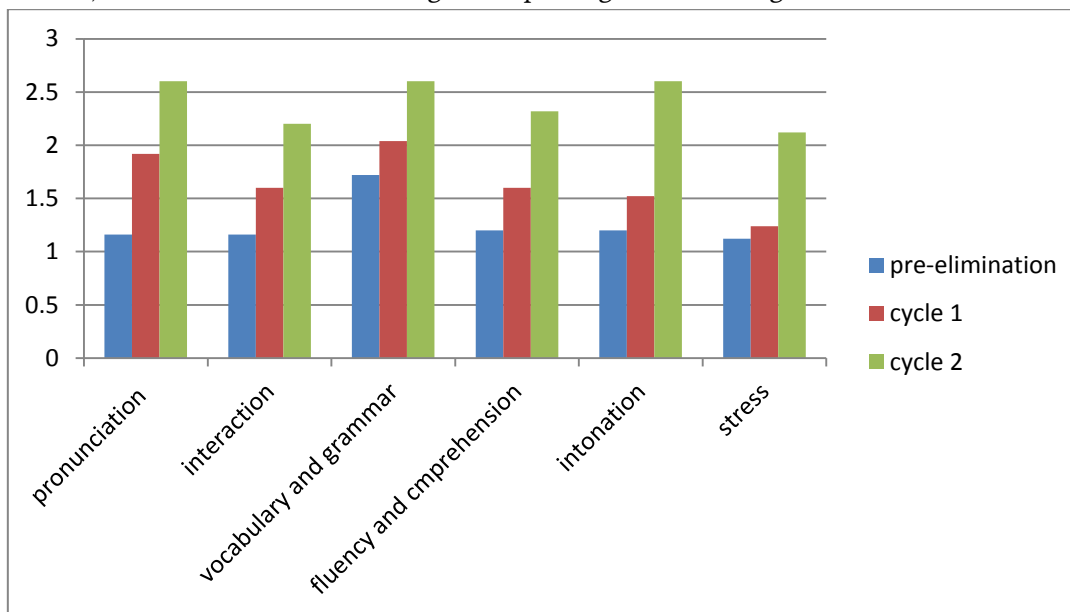
that the students would always pay attention in this aspect.

f) Stress

From the comparison between preliminary average score and cycle two test score, there was improvement in this aspect. The students were able to make clear difference in spelling the words. It sounded clearer than before. They could make good harmonization in pronunciation, intonation and stress. Though it

was difficult for the students, there was some improvement. The improvement was 0.96, from 1.16 in preliminary and 2.12 in cycle 2 test. The students and the audience could recognize the word and the meaning of the sentence.

From all of the result and the comparison, there was improvement in students' speaking ability by using story board game. The students felt easier and also confident in speaking. Here is the figure of the result:



Beside the result, the description about students' activity and students' response were delivered by analyzing the observation sheets and questionnaire. From the result of observation analysis, students' activities in the classroom were getting better, students' responses about the game also high.

Based on the result of the analysis from the implementation of story board game, observation sheet, and the questionnaire, the purpose of this study that is to find out how the story board game being applied to improve students' speaking ability was accomplished.

CONCLUSION

In addition, by using story board games, students enjoyed the teaching and learning process and they also had motivation in learning speaking with this game. It can be seen from the

The second purpose of this study was to find out the students' achievement of speaking ability after being taught with this game. It could be drawn in the changes of students' behavior (observation sheet) and the improvement of the result (preliminary test, cycle 1 test and cycle 2 test). The result of each aspect showed the improvement. By the improvement of the result of the test, it can be concluded that the students' achievement in speaking improved after being taught with story board game.

questionnaire result that the students liked this game to be applied in the classroom. The students also felt different when they were taught with this game.

By using this game in the classroom activities students' achievement in speaking improved. The use of this game can be applied in the classroom to help the students improving their speaking ability especially in spoken narrative (telling story).

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