

USING A BOARD GAME “SNAKE AND LADDER” IN TEACHING SPEAKING AT JUNIOR HIGH SCHOOL

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Abstrak

Makalah ini menjelaskan tentang penerapan *advertisement* dengan menggunakan *board game* “*snake and ladder*” sebagai media dalam pengajaran speaking. *Advertisement* merupakan salah satu media fungsional text yang digunakan untuk menawarkan sebuah produk kepada masyarakat. Dengan menggunakan fungsional text ini siswa dapat belajar membuat tulisan sebuah produk yang akan dipromosikan. Pada pembelajaran ini guru akan menjelaskan apa itu *advertisement* dan bagaimana cara bermain dengan board game ‘snake and ladder’ lalu guru memperagakan cara bermain dengan board game setelah itu guru dan siswa bermain bersama. Hal ini bertujuan untuk melihat pemahaman siswa dalam memahami sebuah teks dan bagaimana cara mereka memvisualisasikan pengetahuan mereka dalam bentuk permainan.

Kata Kunci: *advertisement text, board game, snake and ladder*

A. Introduction

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. Language has an important rule for human life, through which people can express their ideas, emotion, and desires.

English has many functions, one of them as stated in the curriculum 2004 that English is a means for the students to develop culture and art, and the final objective of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading and writing. Teaching and learning will be successful if they are supported by some factors.

Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Speaking is important for them to practice their capability and their understanding, how to send idea and how to spell word well and the student’s motivation and interest are very needed to make the process of their understanding more easily.

The problem found is that their native language causes them difficult to use the foreign language because of motivation lack to practice the second language in

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daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Speaking skills namely the student interest, the material, and the media among others including the technique in teaching English. Many media can be applied including games because many research findings say that this media is effective to use in teaching speaking.

Because the material of English subject is very varied, so the teachers are obligated to choose the suitable approach, strategy, and media in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study. The teacher who is able to present the material easily will be students' idol. The teacher can use some media in teaching learning process to help the students' understanding about the material that is explained. In applying media, the teachers have to prepare many things like; teaching material, classroom management, and many other aspects because using inappropriate technique can make the students get difficulties in understanding the teacher's explanation and it means that the teacher may be failed in teaching them.

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, media, and strategies. Then, the teacher can use media in teaching of English language; media are used to help the students for speaking to make interaction between the teacher and the students. Furthermore, the teacher has to prepare the interested aids before teaching learning process done. In this case, the teacher used board game as media in teaching learning processes.

The teacher can use board game as media in teaching and learning processes. According to Hornby (1995:486) game is an activity that you do to have some fun. Board game can be defined as something or an instrument that is used to 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 forced 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 can be media that will give many advantages for teacher and the students either.

Board game as a media of intertwinement can build up the students' motivation and reinforce any language skill as speaking and listening. The students play board game in the classroom only for language learning and help them to increase their speaking skill.

B. Review of Related Literature

Speaking skill is an important skill that needed to be taught in language class. In teaching English there are four important skills. Those are reading, listening, writing and speaking. "Speaking is the same as oral interaction, which are conventional ways of speaking information, expressing our idea, and thought have in our mind" Nunan (1990:40). So, it can express our idea in our mind.

Speaking is not only to communicate with other people but by speaking we can get new information or we can share our idea with other people. Language

just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then gives a response.

Teaching English as a foreign language in junior high school is difficult. But the teacher must create the good techniques to make the students motivated in learning English. Byrne (2001) stated that the aim of the teacher who teaches a foreign language is to set the learner into a situation where the learners actively participate as a member of community. Its mean the teacher should create the suitable media that related to the topic given. So the students fell enjoy and comfortable and also motivate in teaching and learning process. And make they will be more active while learning English in the classroom.

In Indonesia context, the aim of teaching speaking in junior high school is conducted based on speaking objectives in English curriculum. In the recent English curriculum in Indonesia, namely SBC (School-based Curriculum) or Kurikulum Tingkat Satuan Pendidikan and according to Badan Standar Nasional Pendidikan (BSNP) or National Education Standard Bureau page 31 year 2006 for speaking competence, it is stated that in speaking competence, the students are expected to understand the meaning of interpersonal and transactional written text, monologue text, and functional text in the form of narrative, procedure, descriptive, review in daily lives context and to access knowledge, invitation letter, advertisement, announcement, and so on. In other words, the students do not expected to understand but also relate the text to daily live context and access knowledge from it.

According to Decree of the Minister of National Education No.41 year 2007 (kepmendiknas No.41/2007), there is a standard process that might be applied in the process of teaching and learning. It has some procedures that the teacher may apply it in teaching speaking at junior high school. They are: pre-teaching activity, whilst-teaching activity (exploration, elaboration, and confirmation process), and post-teaching activity. Pre-teaching activity is the first activity in a meeting conducted to raise motivation and ask the students to participate actively in the speaking activity. The most important thing in this activity is it should be focused on getting the students' attentions to the information of the topic that is going to be discussed. Whilst-teaching activity is a learning process to reach basic competence conducted in an interactive, motivating, and exciting activity. This activity requires students to participate overtly. This activity is carried out systematically through the process of exploration, elaboration, and confirmation. Exploration is a process to establish students' actual development or starting point. Elaboration is a process to familiarize students with the material and to draw attention more. Confirmation is a process to give feedback for students. Post-teaching activity is conducted at the end of the classroom that can be done in the form of summary or conclusions, assessment, feedback, and follow-up. In other words, teacher plays important roles in the whole process of speaking activities.

The teacher chooses the advertisement to learn the board game. Advertisements are the texts that students most frequently interact with every day. They're bombarded by them from logos on nearly everything they wear and

products they use. Advertisements are texts that are central to our lives, so it makes sense to teach them. While, the advertisement can be used for; 1. to introduce subject(s) for debate. 2. To encourage conversation among students. 3. To improve listening, reading, writing skills. 4. To introduce new vocabulary.

According to Depdiknas (2003) advertisement text is Information for persuading and motivating people so that it will attract them to the service and the thing that are offered or informed. Such as of advertisement include movies, TV shows, books, party, New Year, and holiday. Advertisement text has generic structure and language features. The following is the explanation about the generic structure and the language features of advertisement text. The generic structure of advertisement text include: 1. heading (A title at the head of advertisement). 2. Content (Text that is to be expressed through some product in advertisement.) 3. Closing (The end of advertisement or the final step to make an advertisement.)

The language features of advertisement text are: 1. using the correct or suitable words. 2. Using the interesting and suggestive expression. 3. Using positive expression. 4. Text of advertisement should be directed to the goals.

There are many advantages of using advertisement; 1. a fun way to learn. 2. The repetition of word or phrases helps student's memory. 3. Advertisement can be used to teach. So advertisement can make the students easy to understand the language and the purpose of the advertising.

Games are considered to help and encourage the students to make the effort to win because they will be given a lot of opportunities to practice their language more freely (Bredemeier & Greenblat, 1991). In addition, Shaptozhvili (2002) say that game not only engage students in an enjoyable and challenging activity with a clear goal but also can provide practice in another key area i.e. vocabulary. Such games facilitate initial practice and periodic revision of vocabulary in an enjoyable context, thus making classroom vocabulary study an amusing and satisfying experience for teacher and student alike.

Game has many advantages in learning. According to Carrier (1980), Gerlach and Elly (1971) and Cameron (2001), the advantages of game are as follows: a) it can be used to change the pace of a lesson and to maintain motivation. b) It can encourage students to interact and communicate. c) It can increase students' vocabulary and to reduce the dominant of the classroom by the teacher. d) It can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work. e) It can make students seek to solve problem in which they are intimately involved. f) It can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning. g) It is motivating and challenging. h) It can help students to make and sustain the effort of teach. i) Vocabulary games bring real world context in to the classroom, and increase the students' use of English in a flexible, meaningful and communicative ways. j) It usually involves friendly competition and they keep students interested in learning the language. k) It can help the students learn and hang on to new words more easily.

C. Discussion

A professional teacher must have a good preparation before coming to the classroom. The teacher must be sure about everything that she needs before coming to the class. The teacher should prepare material based on syllabus and find a familiar topic that is interested for students. The teacher also need to consider time allocation due to make the teaching and learning process run effectively and efficiently. Thus, the teacher need to make a lesson plan and prepare everything that will be used to support teaching and learning in the classroom.

Actually, a board game for speaking skill can be developed in any kinds of subjects. In all levels of junior high school, a board game may be applied in speaking skill. The procedure of teaching speaking consists of three stages. They are pre-teaching activity, whilst-teaching activity, and post-teaching activity. In pre-teaching activity, teachers give background knowledge to the students related to the topic. It will make students easy in learning process because they have got the general idea about the materials before learning. In whilst-teaching activity, there is activity called practice. In this part, students are trained to use the skill that have been learned or can be integrated with other skills. Besides that, in post-teaching activity, the teachers give feedback to their activity by reflecting their performances later.

In pre teaching activity, the teacher builds students' background knowledge about the topic. The teacher can ask some questions and gives some key words related to the lesson. There are several steps can build the students' background knowledge. First the teacher shows the video about advertisement to the students in front of the class. Second, the teacher gives some questions related to what the students watched before. Then, the teacher leads the students understanding about the advertisement by asking some questions based on the understanding, for example: Do you know advertisement? What is advertisement? And etc. Third, the teacher builds students' vocabulary related to the advertisement. Fourth, the teacher tells the students what they are going to study about. The teacher gives a short explanation about the material that they are going to learn.

In whilst teaching activity, the teacher introduces about the advertisement. The steps are: first, the teacher asking some questions about the advertisement based on the video and the teacher show the advertisement to the students in front of the class after that the teacher explains the advertisement to the students in front of the class. After the teacher explains about the advertisement to the students then the teacher show the generic structure of advertisement in front of the class and the teacher explains the generic structure. The generic structure of advertisement text includes: heading, content and closing. The heading is a title at the head of advertisement. Content is text that is to be expressed through some product in advertisement. Closing is the end of advertisement or the final step to make an advertisement. After the teacher explains the generic structure now the teacher talks about the language features of advertisement text are: first, the advertisement using the correct suitable words. Second, the advertisement using the interesting

and suggestive expression. Third, the advertisement using positive expression and the last the advertisement text should be directed to the goals.

After the teacher explains the generic structure and language features of advertisement to the students now the teacher tell the students about the game. The teacher talk to the students the game is a board game “snake and ladder”, so the students will play a board game. After that the teacher tells the board game has a board, dice, number and instruction. Next, the teacher explains the rules of the board game. First, every group has one board and one dice after that the students work in group and the students sit in group of three or four then shake the dice and show the number on the board and read the instruction on the box. If the students get number six in dice that means the student may not shake the dice in twice just shake the dice one time and when students cannot make short advertisement or cannot speak short advertisement correctly that the students can get punishment from the teacher or the group will be a loser. After the teacher explains the rule of a game now the teacher should give a model how to play the game then the teacher practice the game in front of the class and the students must see seriously. First, the teacher show the board game to the students then the teacher shake the dice and shows the number after the teacher get the number in dice then the teacher run until the number she get after that the teacher open the box on the number in board and the teacher read the instruction which is shown on the box. For example the teacher shake the dice and the teacher get number four in dice then the teacher run until the number four after that the teacher read the instruction which is shown on number four is advertisement about school then the teacher speaks the short advertisement text about school.

After the teacher explains the rules of game and modeling the game in front of the classroom. Now the students can know how to play a board game and make short advertisement in classroom. Before the students play the game and make short advertisement in the classroom, the teacher can measure students’ understanding about the board game by asking them once again how to play the board game. Next, the teacher asks student to make short advertisement then, the teacher leads the students to find the right vocabulary. If the students do not know the right vocabulary, the students can ask to the teacher and the teacher will help the students but if the student’s vocabulary wrong to make short advertisement that the teacher will give punishment to the students or the teacher cannot play the game one round. And the winner of the game is who can play the game very good and speak up loudly and clearly to make short advertisement in front of the class and the winner get high point and reward from the teacher.

After the teacher explains the advertisement and the game to the students now time to play a game together. The teacher plays the game together with the students before the students play the game in group and the students can see how to make a short advertisement. When the students play the game with the teacher, the students can change the word of advertisement based on their get, example: the students get advertisement about school and the students can see a short advertisement of the teacher have then, the students can change the word based on the advertisement their get.

After the students play the game together with the teacher. Now the students can play a game in group with their friends. The students may find their friends in order to work together in this game. After the students find their friends and make a group in the classroom, then the teacher asks the students to make short advertisement based on their understanding before the students play the game. After the students make short advertisement in group then each group has one member to try to speak in front of the class.

In order to teaching speaking, the teacher should prepare some vocabulary. Before the students see the board game, the teacher asks the students to create a short advertisement and list the difficult vocabulary to make an advertisement so the students can easy to do it and the students can concentrate to make short advertisement. The students can play the board game more than once to improve their speaking skill. After the students make short advertisement then the students play the board game in group with their friends. The teacher will rolling in the classroom to hear their students speaking ability The teacher will see their students play a board game and make short advertisement in group. After the students play a game in group, now the teacher asks each person in group present their advertisement and the teacher hear their speaking to correct the student's vocabulary.

In the end of the game the teacher gives positive feedback and reinforcement in the form of oral, gesture, or a gift to the success of learners and the teacher gives confirmation to the result of exploration and elaboration of the students and provides motivation to students who lack or have not actively participated. The teacher can say: I really appreciate on your participation. You are good students because you can make short advertisement directly. For the next time, you have to work harder to get high point and reward.

In post teaching activity, the teacher concludes the lesson together with the students. In the procedure of teaching, teacher acts as director, organizer and motivator. As a director, teacher has to prepare or plan the materials. As an organizer, teacher has to organize the class well, because the students will make noise when they show the board game or asking the question. As a motivator, teacher is expected to grow up and keep the students' interest in studying.

The last advantages of using a board game "*snake and ladder*" in teaching speaking at junior high school. There are several advantages if teacher uses the board game in teaching speaking. First, the students will not be bored and will be interested in learning English. By using the board game, the students' interest will be caught, because they can see what the teacher explains, not just hear the explanation.

Second, the board games are able to work in group. Teacher can divide students into several groups and it will be more understood by students work in group than work themselves. So, they can share the idea or information together. Third, students can develop their ideas and selecting the topic easily. By using snake and ladder, automatically they have already had the knowledge about what they are going to speak. They also can develop their ideas based on the understanding.

Fourth, board games are not expensive media. They are easy to get and easy to use. Teacher can get the board game in the internet. Nowadays all people already know how to use internet. Internet is not a strange thing anymore. Furthermore, within the development of technology, almost every school has computer or laptop, LCD projector and also has the internet service. And also almost every teacher can use the computer and LCD projector. So, it is easy to get and to use the board game for successful learning process.

Fifth, students learn new vocabulary to complete the sentence of advertisement. Students become know new vocabulary which they never know before and they can use it in their real life.

D. Conclusion and Suggestions

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. They will be able to relate information in the text to their own life. Board game helps teachers and students to present the material effectively.

Teaching speaking skill in the classroom by using board game is divided in three phases. They are pre-teaching, whilst-teaching, and post-teaching. In pre-teaching, a teacher prepares students to get involved actively in learning process. The teacher discusses a topic to build students' knowledge. In whilst-teaching, the teacher gives picture and discusses it with students to get the ideas or information. Here, the teacher will be helped by using board game. The teacher draws board game based on the ideas by using computer programs. The board game is presented by using projector in front of the classroom. The teacher facilitates students to work collaboratively and make advertisement together. Finally, in post-teaching, the teacher asks students to conclude the lesson and solves their difficulties.

In writing this paper, the writer expects the teachers to be more creative and use the suitable material in teaching speaking by using board game. Teacher should be able to use computer fairly well in using board game. It is hoped that students are motivated to create board game and improve their ability in speaking skill. It is also suggested to school institution to provide a computer and a projector in the classroom. School institution should have more attention in applying computer to assist teaching and learning. Hence, using board game or other educational computer programs will be more effective. The writer also suggest the next writer to do further study about the effectiveness of using board game in teaching speaking skill or other English subjects.

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