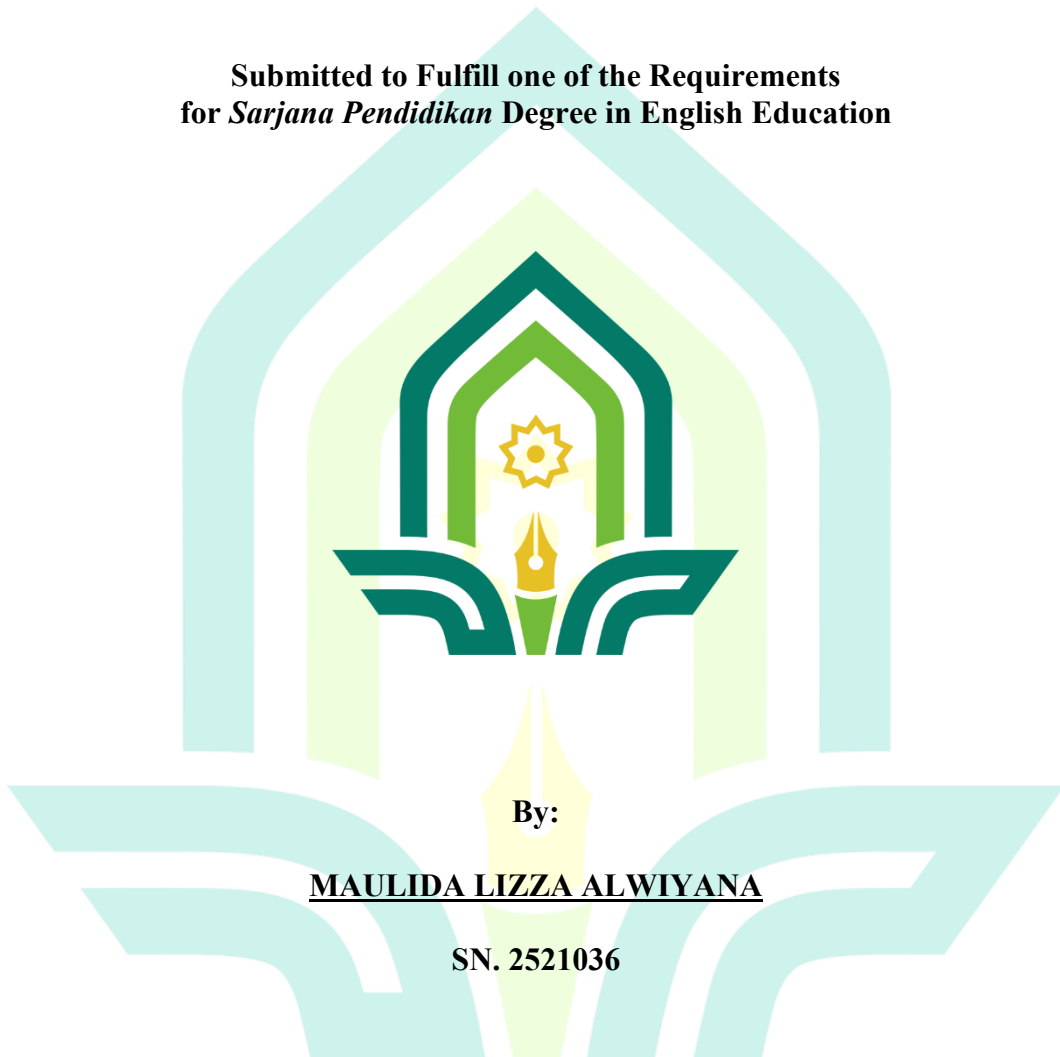# TEACHING SPEAKING USING BOARD GAMES FOR THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL

A THESIS

**Submitted to Fulfill one of the Requirements
for *Sarjana Pendidikan* Degree in English Education**

By:

MAULIDA LIZZA ALWIYANA

SN. 2521036

**ENGLISH EDUCATION STUDY PROGRAMS
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
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2025**

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Maulida Lizza Alwiyana

NIM : 2521036

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **"TEACHING SPEAKING USING BOARD GAMES FOR THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 18 Februari 2025

Yang Menyatakan,

Maulida Lizza Alwiyana
2521036

Dr. M. Ali Ghufron, M.Pd.
Gang Apolo, Pegaden Tengah,
Wonopringgo

NOTA PEMBIMBING

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi TBIG
di Pekalongan

Assalamu'alaikum Wr. Wb

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama	:	**MAULIDA LIZZA ALWIYANA**
NIM	:	**2521036**
Prodi	:	**TADRIS BAHASA INGGRIS**
Judul Skripsi	:	**TEACHING SPEAKING USING BOARD GAMES FOR EIGHT GRADERS OF JUNIOR HIGH SCHOOL**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb

Pekalongan, 18 Februari 2025
Pembimbing

Dr. M. Ali Ghufron, M,Pd
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APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Name : **MAULIDA LIZZA ALWIYANA**

SN : **2521036**

Title : **TEACHING SPEAKING USING BOARD GAMES FOR**

EIGHT GRADERS OF JUNIOR HIGH SCHOOL

Has been examined and approved by the panel of examiners on Monday, 16th Juni 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner 1	Examiner 2
MUTAMMAM, M.E.d.	**RISKIANA, M.Pd.**
NIP. 19650610 199903 1 003	NIP. 19760612 199903 2 001

Pekalongan, 23th June 2025

Assigned by

The Dean of FTIK UIN Pekalongan

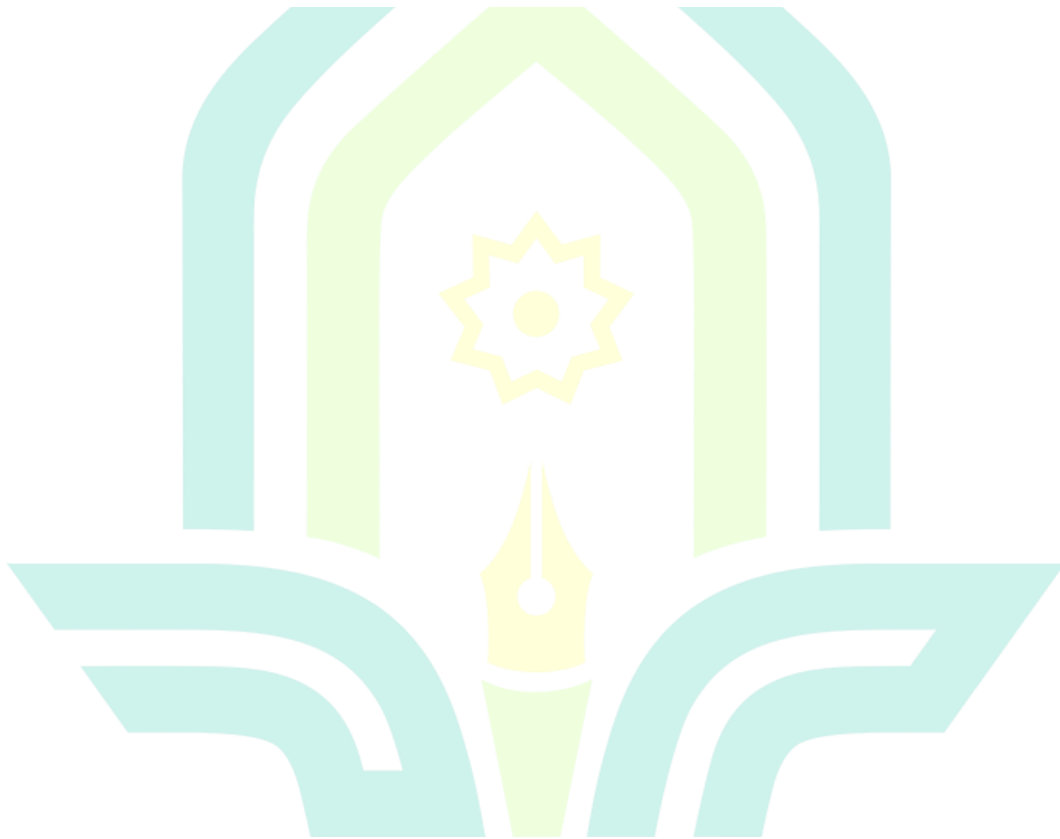**Prof. Dr. H. Muhlisin, M.Ag**
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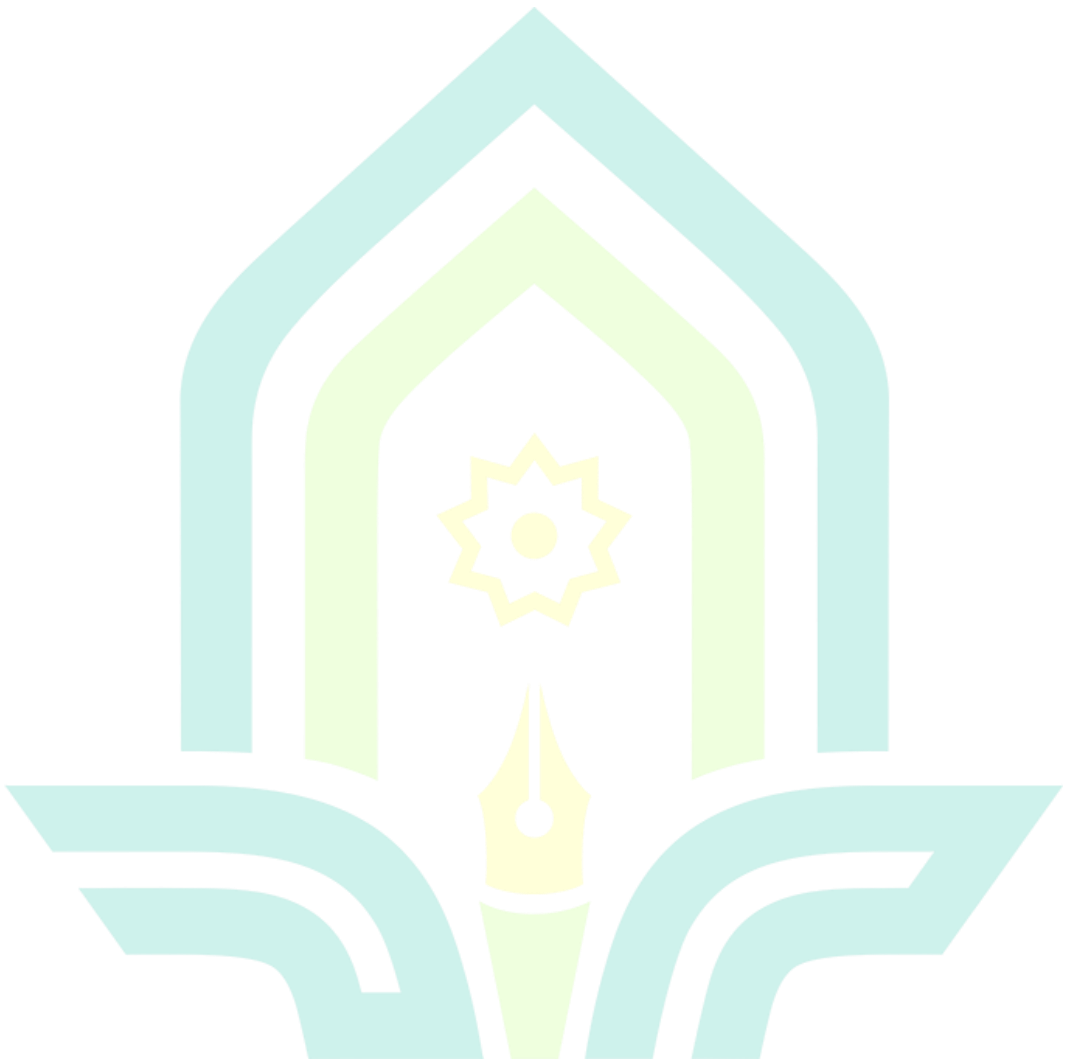
MOTTO

*"If you never bleed, you never gonna grow."*

- Taylor swift-

ABSTRAK

Berbicara (speaking) adalah keterampilan penting dalam berkomunikasi menggunakan bahasa Inggris, namun banyak siswa merasa kesulitan karena kurangnya latihan dan metode pengajaran yang masih tradisional. Penelitian ini bertujuan untuk mengeksplorasi penerapan board game untuk meningkatkan keterampilan berbicara siswa sekolah menengah pertama serta menggali pengalaman mereka selama proses pembelajaran. Penelitian ini menggunakan metode kualitatif dengan observasi, wawancara, dan dokumentasi, yang dipandu oleh teori pembelajaran eksperiensial Kolb. Hasil penelitian menunjukkan bahwa penggunaan board game membuat pembelajaran menjadi lebih menyenangkan dan menarik, serta membantu siswa menjadi lebih percaya diri dalam berbicara bahasa Inggris. Meskipun beberapa siswa awalnya mengalami kesulitan dalam memahami aturan permainan, bimbingan dari guru membantu mereka berpartisipasi dengan lebih baik. Penelitian ini menyimpulkan bahwa board game merupakan cara yang efektif dan menyenangkan untuk membantu siswa meningkatkan keterampilan berbicara mereka.

Kata Kunci: Permainan Papan, Keterampilan Berbicara, Pembelajaran Bahasa Inggris, Persepsi Siswa, Sekolah Menengah Pertama

ABSTRACT

Speaking is an important skill for communication in English, but many students find it challenging due to limited practice and traditional teaching methods. This study aims to explore the implementation of board games to improve the speaking skills of junior high school students and to examine their experiences during the learning process. This research used a qualitative method involving observation, interviews, and documentation, guided by Kolb's Experiential Learning Theory. The results show that board games made learning more fun and engaging, helping students become more confident in speaking English. Although some students initially had difficulty understanding the game rules, teacher guidance helped them participate more effectively. The study concludes that board games are an effective and enjoyable way to help students improve their speaking skills.

Keywords: *Board Games, Speaking Skills, English Language Learning, Student Perceptions, junior High School*
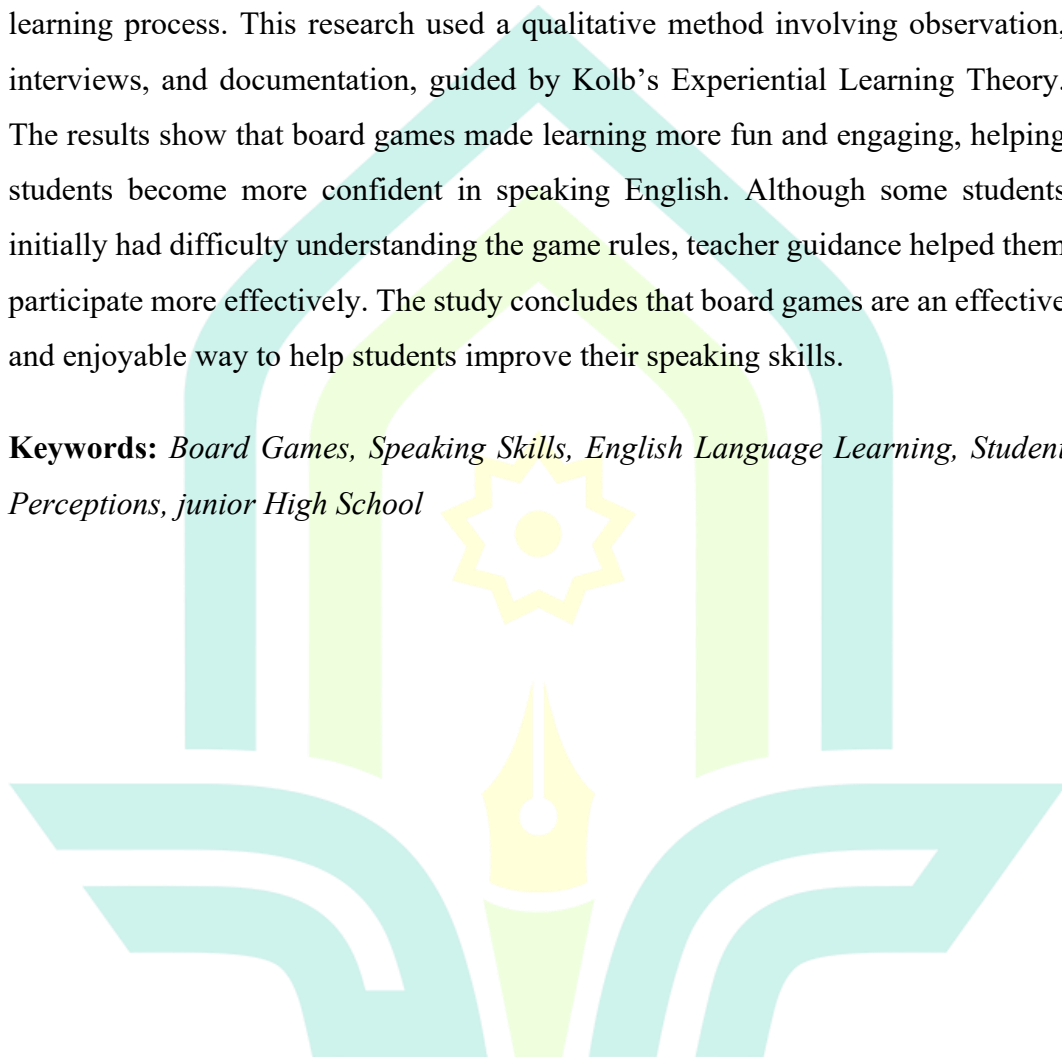
PREFACE

I would like to express my sincere gratitude to UIN K.H. Abdurrahman Wahid Pekalongan, a place where I have grown both academically and personally. My deepest appreciation goes to the Rector, the Dean of the Faculty of Tarbiyah and Teacher Training, and the Head of the English Education Department, for providing such a supportive academic environment. I am also truly thankful to all the lecturers and academic staff who have guided me throughout my studies with their knowledge, patience, and encouragement. Every lesson, advice, and support I received has played an important role in shaping this thesis. May Allah SWT reward all of your kindness with abundant blessings. With deep appreciation, I would like to thank the following people:

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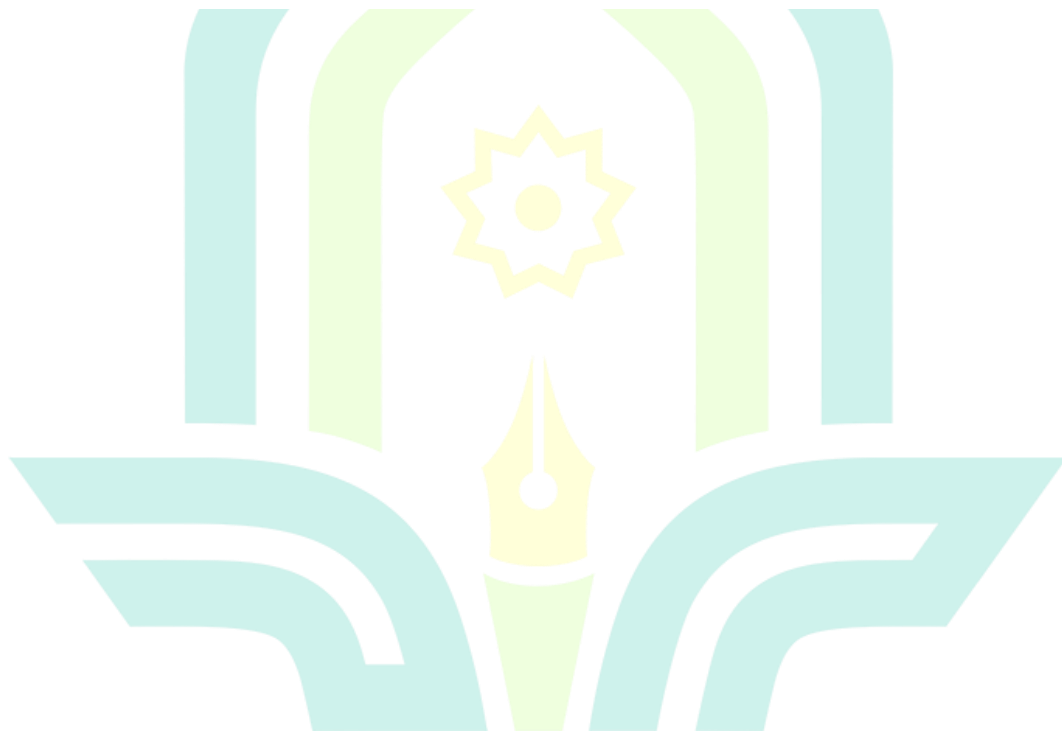
5. All of the lecturers and employees of UIN K.H. Abdurrahman Wahid Pekalongan's Faculty of Education and Teacher Training English Education Department

Lastly, may Allah SWT reward everyone who made a nice contribution. It is my goal that this thesis will contribute to the progress of knowledge.

Pekalongan, 18 Februari 2025

Maulida Lizza Alwiyana

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Classroom Basically, learning English is not only about improving linguistic skills, but also about improving language competence, namely listening, speaking, reading and writing competence (Wardani and Sabardila, 2020: 342). Speaking is a skill that must be possessed in language. The success of learning to speak can be measured through students' ability to convey their ideas orally. When students speak, they will express their thoughts, express themselves and their feelings, so that their listeners will understand. Learning to speak English also demands a lot of practice and attention. When they can communicate well it means they have achieved the goal of learning English. It is important for students to learn to speak a foreign language from native speakers. Students need to imitate it (Rustamova et al., 2023). Dana & Aminatun (2022) explain that low English speaking ability is an indicator of low English language ability.Based on experience, speaking is an important skill for students. This is not only necessary for school but also for future jobs and everyday conversations. Nowadays, English is used all over the world to communicate with people from various countries (Crystal, 2016). For junior high school students, being able to speak English well can help them

in their studies and careers in the future. Although speaking is important, many students find it difficult to learn. One of the big problems is that they don't get enough exercise. Richards (2017) explains that many schools focus more on reading than writing and speaking. This means that students do not have enough opportunities to speak English and improve their speaking skills. Nunan (2015) states that traditional teaching methods usually focus on grammar and memorizing words, not on real communication. Therefore, students may understand the language but struggle to speak it in real-life situations. Cultural reasons can also

make speaking difficult. In some cultures, speaking in front of others is not common, so students may feel embarrassed or nervous about speaking in class (MacIntyre & Gardner, 2015). By understanding these challenges, teachers can help students get more practice and feel more confident when speaking English.

To help students speak English better, teachers need to use different methods that match students' needs and learning styles. Nunan (2015) says that good speaking lessons should include fun activities where students can take part and enjoy learning. These activities can be role-plays, discussions, debates, and group projects. They help students share their ideas and work with their classmates. One helpful way to teach speaking is called task-based learning (TBL). This method includes activities that are like real-life situations (Ellis, 2016). For

example, students could plan an event or solve a problem together, which makes them use English in a meaningful way. TBL not only helps students practice speaking but also teaches them to think critically and work as team.

Board games can be seen as a tool to motivate students to engage in the teaching and learning process. They help students focus more on learning because they don't feel pressured or forced to study. Instead, they perceive it as an opportunity to gain new experiences in learning a foreign language, which they might not typically encounter in their usual lessons. Diana (2022) explains that the Board Game Media was developed by researchers and has undergone a validation process by media experts from the Wardah Inspiring Teacher 2021 Curator Team, as well as material experts. This ensures that the game is appropriate for use in game-based learning. Hasby (2024) notes that board games in the classroom serve as a valuable educational tool, enhancing engagement, performance, speaking skills, self- confidence, and overall English language proficiency. Similarly, Christopher et al. (2021) highlight that using board games to teach English helps improve students' skills in a fun and collaborative way.

Many previous studies have explored various methods of teaching speaking skills, but that studies focus on implementing board games to teach these skills are still limited. Therefore, this research aims to answer the question How are board games implemented in

teaching speaking skills for grade 8 students in junior high schools? In addition, this research will explore how students perceive the application of board games in speaking classes. By conducting this research, researchers hope to enrich knowledge about the effectiveness of using board games in teaching speaking. It is hoped that the results of this research can help teachers understand how to use board games effectively in teaching to create a fun learning atmosphere and support the development of students' speaking skills.

1.2 Research Question

Based on the background that has been described previously, this research aims to answer two main question:

1. How is the implementation of board games in teaching speaking for 8th graders of junior high school?

2. How do students perceive the implementation of board games in their speaking class?

1.3 Operational Definition

1. **Speaking** : Speaking is an interactive process of creating meaning by using words or sounds to convey, receive and process information (Burns in Ambarita et al., 2022).

2. **Teaching Speaking** : Teaching speaking is the process of helping students develop the ability to communicate effectively in the target language, with

a focus on fluency, accuracy, and appropriate use of language in various contexts(Brown 2000).

3. **Board Games** : Learning tools that motivate students and improve their speaking skills in an engaging and enjoyable manner (Rahmawati, 2022).

1.4 Aims of Study

The purpose of this study is to explore the implementation of board games in teaching speaking to eighth graders of junior high school. It aims to examine how board games are used in the classroom and their effectiveness in improving students speaking skills. Additionally, this study seeks to understand students perceptions of learning speaking through board games to provide a comprehensive view of their impact on the learning process.

1.5 Significance of Study

The significance of this research is explained as follows :

a. **Theoretical use:**

This research enhances the comprehension of instructing speaking abilities with innovative methods such as board games, highlighting their impact on studentengagement.

b. **Partical use:**

The research give teachers useful advice by proposing innovative and angaging ways to improve the effectiveness and enjoyment of speaking session for junior high school.

c. Empirical use:

This research provides empirical support for the idea that using board game in speaking classes can improve junior high school language learning result by increasing student engagement and speaking skills.
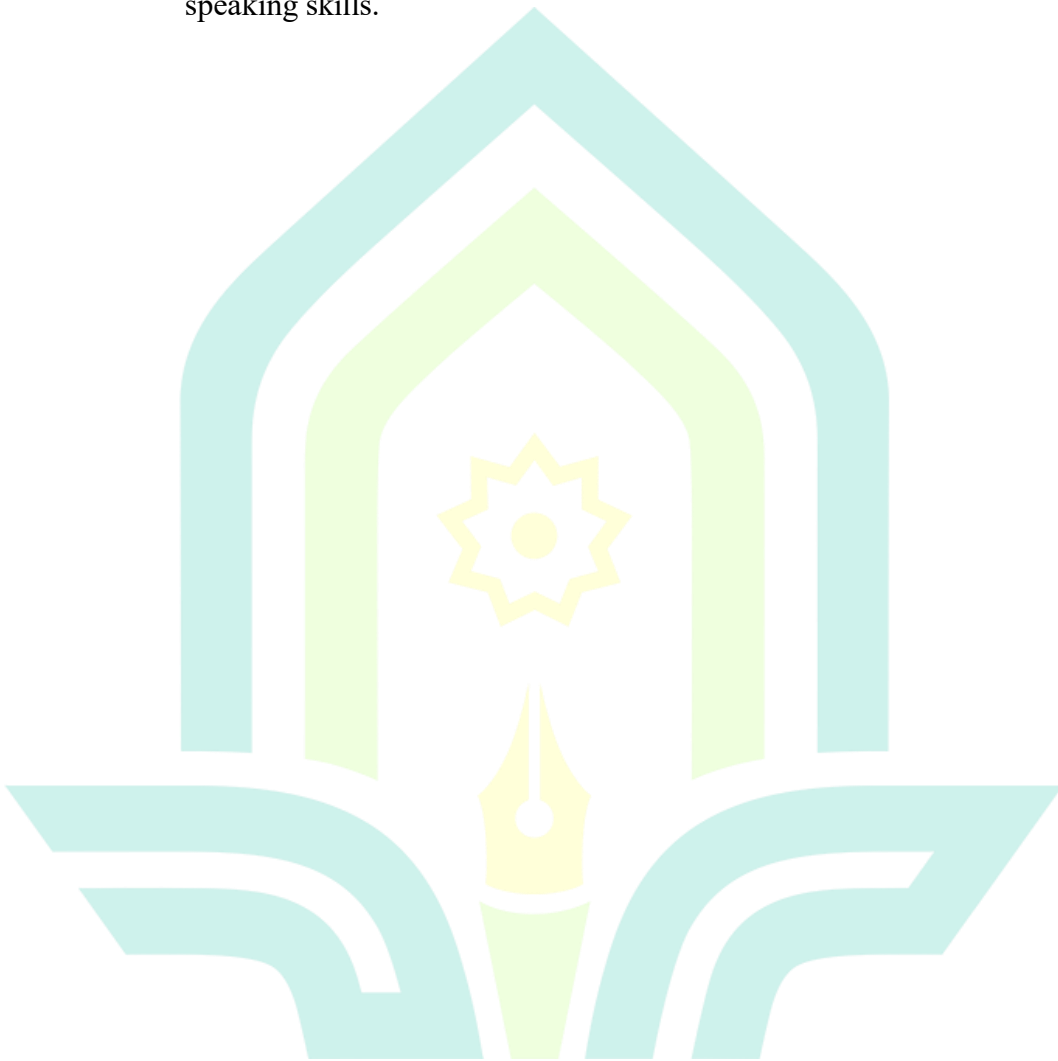
CHAPTER V

CONCLUSION

5.1 Conclussion

This study shows that using board games in teaching English speaking fits well with Kolb's Experiential Learning Theory. The board games provided students with a complete learning cycle experiencing, reflecting, understanding, and applying which made learning more active and meaningful. Students became more engaged, confident, and willing to speak, even those who were usually shy or hesitant. The teacher's supportive role and the friendly classroom environment helped create a safe space where students felt comfortable taking risks and making mistakes. This atmosphere made learning feel fun and natural instead of stressful or intimidating. Students recognized that the board games not only made speaking practice enjoyable but also helped them understand the value of learning through experience.

In terms of student perceptions, the board games increased motivation and enthusiasm, encouraged reflection on their own progress, and helped them develop a deeper understanding of how to improve their speaking skills. The interactive and playful nature of the games made students more eager to participate and speak English confidently. In summary, the findings suggest that board games are an effective tool for teaching speaking because they engage students cognitively and emotionally, foster a positive

learning environment, and support continuous language development through experiential learning.

5.2 Suggestion

While though this research has limitations such as a lack of participants, board games can be used as a learning tool, especially in teaching speaking. Students can use board games as a way to practice speaking English in an engaging and collaborative setting. Teachers can utilize board games to create a more interactive and enjoyable learning atmosphere, which helps to reduce students' speaking anxiety. As a teaching medium, teachers can choose board games that align with learning objectives and provide clear instructions to ensure student understanding. Future researchers can explore the same topic by adding more participants, conducting the research over a longer period, or by using other experiential learning activities to support language learning.
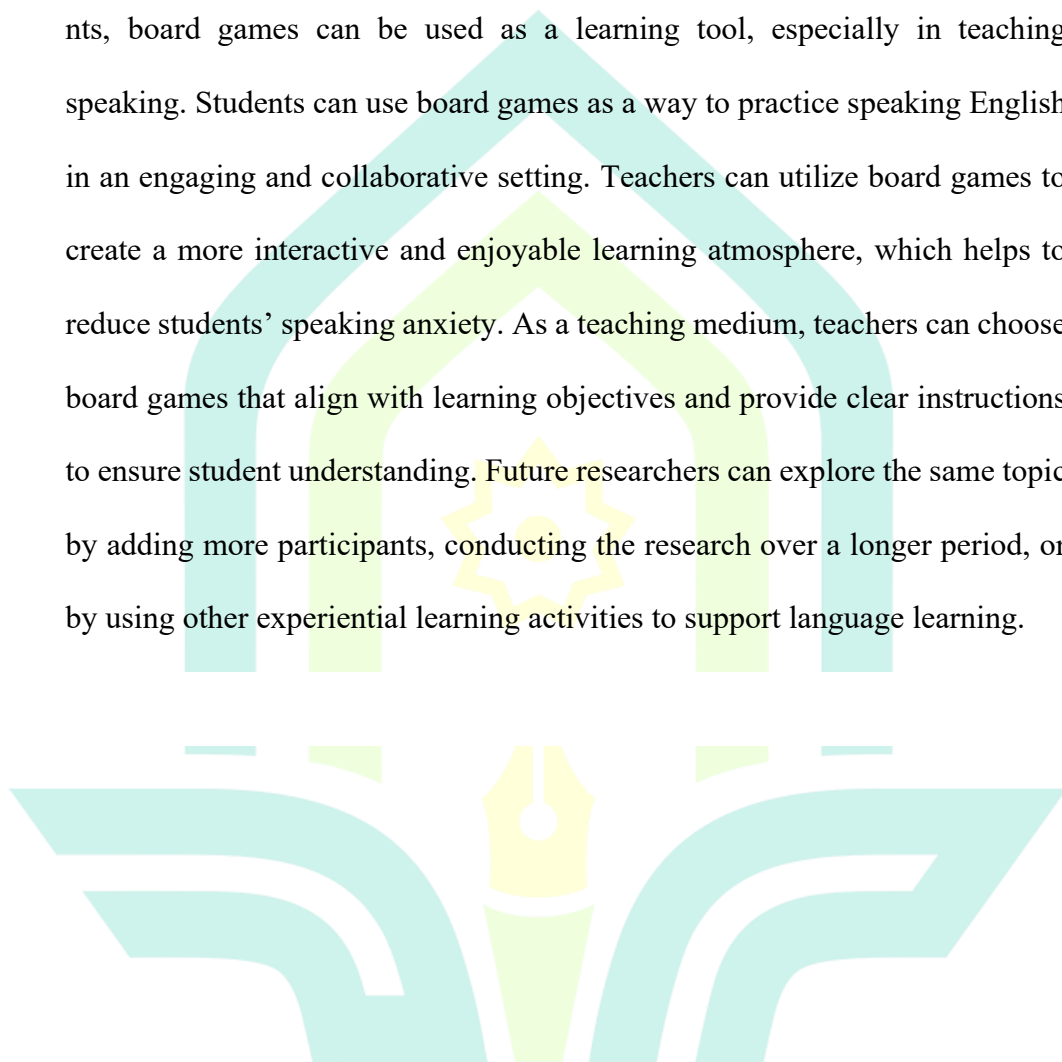
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