

The Implementation of Virtual Board Games in Teaching Speaking to the Undergraduate Students

Faishol Hadi^{1*} and Achmad Anang Darmawan²

¹ STKIP Al Hikmah Surabaya

² STKIP Al Hikmah Surabaya

*Corresponding author. Email: favenglish.f@gmail.com

ABSTRACT

The aim of this study is to know the implementation of virtual board games teaching media in teaching speaking. The writer also conducted this study to investigate whether virtual board games teaching media was able to make the students have active engagement in spoken activity. The participants of this study were ten second semester English students of STKIP Al Hikmah who took Critical Speaking Course. The goal of this course was the students were able to master speaking skill for critical context. This study used descriptive qualitative research. The instruments of this study were an observation sheet and questionnaire. The observation sheet was used to get the data of the implementation of virtual board games in teaching speaking. the questionnaire was used to gain the data of students' responses toward using virtual board games in teaching speaking. The result of this study showed that the implementation of this media created exciting atmosphere in teaching and learning speaking. The result from observation data showed that the students were very active to engage in oral communication activity. The result of the data from questionnaire showed that most students were excited learning speaking using board games teaching media. The result of the data also showed that some students said that virtual board game media was helpful for them in mastering speaking skill.

Keywords: *Virtual Board Games; Teaching Speaking; Undergraduate Students*

1. INTRODUCTION

Teaching English speaking in this pandemic situation is not same as the normal situation. In normal situation, teacher and students can do speaking activity directly face to face. Teacher is still able to see students' facial expression when producing particular English utterance. When students are making mistakes in speaking, teacher is able to directly give a response or feedback directly. Every student is very focus toward the speaking activity, since they feel being observed by the teacher directly. In online learning situation, several aspects of teaching speaking may bring more challenge. One of the challenges in online learning is that the teacher must be able to make the students more active learning process [1]. A teacher needs more effort in organizing speaking activities. When a teacher uses video conference platform, a delay video and voice becomes an obstacle to the fluent of speaking activities. Students' response in online learning may not be as quick as in offline learning [2]. Other obstacles in this learning type are that many students are reluctant to show the video during speaking activities. The worst situation comes when the teacher invites the students to speak up, he or she does not give a response

Teacher's creativity during online learning activity plays important role to the successful of teaching speaking activity. Teacher must be able to create a positive classroom environment in order to attract students' attention to speak up actively. Teacher can choose an attractive teaching speaking activity method to make the students engage in speaking process. A proper and attractive teaching method is able to help the students have many opportunities to show their speaking ability. Teacher can also use excited teaching media to make the students not only actively involve but also happily engage in speaking activities. An interesting teaching media is able to encourage the student's motivation so that they can be more focus in learning activities [3]. A fun teaching media must help the students enjoy the classroom environment so they feel relax in speaking activities.

The implementation of online teaching media plays important role in teaching speaking process. Teacher may use the exist teaching media provided in website. Some popular teaching media used by the teacher are *Kahoot, Quiziz, Socratiz, Google Classroom, Youtube*, etc. In using this platform, teacher does not need to do a great preparation, since they can use it directly. Teacher

does not need to think about the design, since it has provided an interesting design. When a teacher need particular English material to be taught, he can directly type on the search menu, then the platform show a lot of suggested materials can be used for teaching. Besides, teacher may create his own online teaching media. In this case teacher, teacher may make use the exist software and create teaching media based on the students' interest either in content or design. Teacher may use power point in creating online teaching media. He is able to freely design the template and compose the content in it. After finishing the PPT teaching media, teacher then shows it through video conference platform.

Boardgames is one of teaching media that can be used in teaching speaking. Board games is a game which is played by rolling the dice and moving the counter based on the number appeared from the dice [4]. The advantage of using this media does not only help the students to be more active but also make the student happier in speaking activities. Board games is able to create positive classroom activity in which it effectively helps the students to be more active in communication activities. There are a lot of types of board games, they are snake and ladder, monopoly, battleship, etc. In online learning, teacher may implement this media by combining with video conference platform. The teacher plays this media with the students while they are having speaking activities in virtual environment. The design and fun activity of this media is able to create positive classroom atmosphere so that the students are able to speak actively during speaking activities. Based on the background above, the researcher is going to investigate how is the implementation of virtual boardgames in teaching speaking to the undergraduate students.

This study used descriptive qualitative research method. A qualitative method is a research method which has an aim to understand the phenomena which happen to the subject of the research [5]. This research method has aim to describe the phenomena got during the investigation. The aim of this study was to investigate the implementation of virtual board games in teaching speaking. A subject of the study is a thing or person which provides information about the research [6]. The subjects of this research were a lecturer and ten students of English Department STKIP Al Hikmah who took Critical Spoken English course. The topics of speaking activities observed on this study were describing someone/something and giving opinion. There were two instruments used to get the data of this study. To get the data of the implementation virtual board games, the researcher used observation sheet. The researcher used questionnaire sheet to get the data of Students' response toward the use of virtual board games in teaching speaking. For the data analysis techniques, the researcher used four steps, they were data collection, data reduction, display data, and conclusion

2. THE IMPLEMENTATION OF VIRTUAL BOARD GAMES IN TEACHING SPEAKING

To get the data of the implementation of virtual board games, the researcher conducted observation once. The researcher conducted observation in Critical Spoken English class which was participated by ten students of English Department STKIP Al Hikmah Surabaya. The lecturer in this class used Google Meet as a video conference platform in teaching speaking. During virtual speaking activities, the lecturer used board games as a media to stimulate the students having engagement in speaking activities.

In observation, the researcher saw the lecturer played virtual snake and ladder board games in teaching speaking. The topic of speaking discussed on that meeting was about describing something and giving opinion. The lecturer explained those two topics before implementation that teaching media in speaking activities. After the lecturer clearly explained the topic and made sure that all students understood how to use the proper expression, the lecturer started to introduce the games. By doing share screen, the lecturer started to show the board games to the students. The lecturer then told the students that they were going to do speaking practice about describing something and giving opinion by playing snake and ladder board games. The students looked exciting knowing that they were going to do speaking practice by using games activities

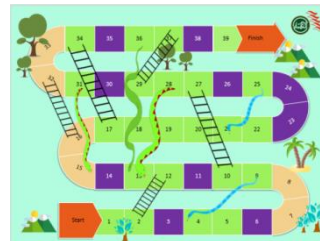


Figure 1. The display of Virtual Snake and Ladder Board Games.

In playing the games, the lecturer divided the students into two groups, they were group square and triangle. After dividing the group, the lecturer started explaining the rule of the games. The rule of the games was the first the group rolled the dice and then ran it to the board games. The number of steps in board games was based on the number appearing from the dice. When the counter stopped on the bottom of the ladder, the group may directly go upstairs if they could do speaking instruction in it, otherwise they just stood on that place, the bottom of the ladder. When the counter was on the tail of snake, the team should go down based on the snake arrow. The group might be safe from this unlikeness if the team was able to do speaking instruction in it. The winning team was who reached the finish line earlier.



Figure 2. The display of the speaking Instruction about describing public figure

The square team was the first time which had time to roll the dice. They started rolling the dice, and the dice showed number five, then they moved the counter to the square number five. The triangle team now had a chance to roll the dice; the number on the dice was two. They moved the dice to the square number two, fortunately their counter was on the bottom of the ladder. The members of triangle team were very happy knowing their counter was on that lucky place. Then the teacher clicked that square to see the speaking instruction would be given. The speaking instruction was describing or giving opinion about Indonesia. The lecturer then invited one of the members of triangle team to describe or give opinion about Indonesia in three minutes. The student started to speak by describing “*Indonesia is a beautiful country in south east Asia which have many tribes, races, and local languages.....*” Since the triangle was able to do the speaking instruction correctly, they moved directly the counter to the number twelve. All members of triangle team yelled excitedly knowing that temporarily the led the game.



Figure 3. The Implementation of virtual board games in teaching Speaking

Now it's time for square team to roll dice again. The team rolled the dice, and the dice showed number five. The team then moved the counter from box number five to box number ten. The members of square shouted happily since the box number ten was the bottom of the ladder. It meant that the team had a chance to go up directly if they could do the speaking instructions. The team would directly move up to the box number twenty seven if they could do the speaking instruction perfectly. The lecturer then clicks the box number ten, and read the instruction in it. The instruction showed that the students had to describe Surabaya in English. One of the members from square team then started describe Surabaya. “*Surabaya is a big city in Indonesia. It has*

popular icon, it is Surabaya Zoo. Surabaya has many big building, and many people stay and work there...Since the square teams successfully do the instruction, they could move the counter directly to the box number twenty seven. Next, the triangle team had the second time to roll the dice. The Dice showed number three. Then they moved the counter from box number twelve to the box number fifteen. The team was not quite happy since the counter was not on the bottom of the ladder. For the second rolling of the dice, the square team led the game in which their counter was on the box number twenty seven, while triangle team was in the box number fifteen

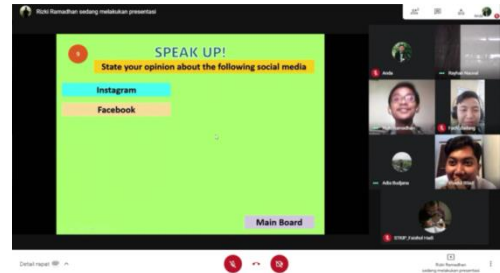


Figure 4. Students’ speaking activities in giving opinion about particular Social Media

The game continued, and both teams had the same time to roll the dice. In several moments one of the team’s positions was on the bottom of the ladder, and in other moments they were surprised that their counter was on the tail of the snake. Some instructions revealed when their counter was either on the bottom of the ladder or in the tail of snake. Some speaking instructions revealed were stating opinion about particular social media, describing particular famous figure and super hero, describing Indonesia landmarks, etc. The students looked very excited in doing speaking instructions. They enthusiastically stated opinion about particular topic, or described something or someone based on the instruction given on the board games.

The lecturer determined to end the game when it has been played in forty minutes. No team has successfully reached the finish box. The lecturer then determined from the team who could reach the further box. The winner of this game was square team in which they could reach the box number thirty six. The triangle team, on the other side, their counter was only on the box number twenty seven. The members of square team looked cheerfully knowing they won the game. They got a big appreciation from the lecturer. For the triangle team, the lecturer gave positive motivation the team. He told the both team that the most important thing of playing the game was not about the champion, but it was about how you could get active engagement in speaking activities through this games

3. STUDENTS’ RESPONSES TOWARDS THE IMPLEMENTATION OF BOARD GAMES IN TEACHING SPEAKING

To get the data of students’ responses towards the use of virtual board games in teaching speaking, the

writer used questionnaire as the instrument of the study. The followings were the result of the data analysis from the questionnaire about students' response in learning speaking using virtual board games.

According to the result of data analysis from questionnaire, 80% students strongly agreed and 20% students agreed that virtual board games were able to encourage their excitement in learning speaking. It means that all students were very excited in learning speaking using virtual board games. Most students said that they felt excited in playing the game since the design and the rule of the game which was interesting made them enjoyed the speaking activities. From the questionnaire we could also see that no students felt bored to the classroom activities. It meant that the game was able to change students' boredom to be excited in learning speaking

. Related to the students' participation in learning speaking using board games, 70% students strongly agreed that virtual board games helped them to be more active in speaking activities, while 30% students chose agree answer. Most students said that they were more active in learning speaking using virtual board games since the questions or speaking instruction provided in the game made them spoke up. The topic given on the speaking instruction which was very familiar for them became another factor why this game was able to make them more active participation in speaking activities. The role of the teacher who always encouraged the students in speaking activities also became the factor that make the students had active involvement in speaking activities

Dealing with the improvement of students' speaking skill, 40% students strongly agreed that virtual board games was able to improve their speaking ability, 40% students chose agree answer, while 20% students were not sure that this games helped them in improving their speaking competence. This student thought that this game did not improve their speaking ability. This game just helped them to feel relax and fun during speaking activities. Other students thought that this game helped them in improving their speaking abilities, but the improvement was not very significant since they just played the games only once.

4. CONCLUSIONS

According to the result of the study, we could take some conclusions. The first, the virtual board games was able to create positive and active speaking activities. Most students were very excited during speaking activities using this game. The design and the rule of the game successfully encouraged students' motivation in learning speaking. The result of this study also showed that the game had made the students to be more active in speaking activities. Most students said that they were very more active to give response for every single speaking instruction from the game. According to the data from questionnaire, we could also conclude that this game had not successfully improve all students' speaking competencies. Some students

thought that this game did not significantly improve their speaking abilities since it was only played once.

ACKNOWLEDGMENTS

I would like to deliver my grateful to those have supported my research. Mr. Achmad Anang Darmawan, the chief of English Department and also my second writer, who has given opportunity to conduct the research in English department class. I also thanked to Mr. Rizki Ramadhan who had become my research subject, and also ten students of English Department who had showed an amazing performance and behavior during this research.

REFERENCES

- [1] R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. Huang, "Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources," *Smart Learning Environments*, 7(1). <https://doi.org/10.1186/s40561-020-00125-8>, 2020.
- [2] Roman A Pangondian, "Faktor-Faktor Yang Mempengaruhi Kesuksesan Pembelajaran Daring Dalam," , 2019, pp. 56-60.
- [3] Aryad Azhar, *Media Pembelajaran*. Jakarta, Indonesia: Raja Grafindo Persada, 2002.
- [4] B. & Harris, C. Mayer, *Libraries got game, aligned learning through modern board games*. Chicago: American Library Association, 2010.
- [5] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and*. New Jersey: Pearson Education, Inc., 2008.
- [6] Ulber Silalahi, *Metode Penelitian Sosial*. Bandung: Refika Aditama, 2010.