

# INTERACTIVE LANGUAGE TEACHING PRACTICES

## Contributors

Alvian Devid Firmansyah, Anna Sofyan, Ariaty Puji Lestari, Arnita Budi Siswanti, Concilianus Laos Mbato, Dendi Kurniawan, Dwi Isnawati, Faradillah Handini, Fitria Anjarwati, G. Joko Santoso, Gugus Narendra Dwi Androveda, Hanifatul Laillisa, Hasti Nurillia Afidah, Higar Iman Pribadi, Ikhsan Is Hardian Syarif, Indah Dwi Setyorini, Laurentia Sumarni, Markus Budiraharjo, Monica Ella Harendita, Nur Effendi, Nurul Khasanah, Ponijo, Priyatno Ardi, Retno Muljani, Ridha Cahya Hutami, Sumantiah, Truly Almendo Pasaribu, Veronica Triprihatmini, Wida Ni'hayatusy Syukriya

## Editors

Truly Almendo Pasaribu  
Benita Saraswati



Sanata Dharma University Press

# INTERACTIVE LANGUAGE TEACHING PRACTICES

Copyright © 2018

FKIP, Universitas Sanata Dharma , Yogyakarta.

---

**EDITORS:**

**Truly Almendo Pasaribu**  
**Benita Saraswati**

Electronic e-Book:

**ISBN: 978-602-5607-76-9**

EAN: 9-786025-607769

**REVIEWER:**

Barli Bram

Patricia Angelina

**Contributors:**

Alvian Devid Firmansyah, Anna Sofyan, Ariaty Puji Lestari,  
Arnita Budi Siswanti, Concilianus Laos Mbato, Dendi  
Kurniawan, Dwi Isnawati, Faradillah Handini, Fitria Anjarwati,  
G. Joko Santoso, Gugus Narendra Dwi Androveda, Hanifatul  
Lailisa, Hasti Nurillia Afidah, Higar Iman Pribadi, Ikhsan Is  
Hardian Syarif, Indah Dwi Setyorini, Laurentia Sumarni,  
Markus Budiraharjo, Monica Ella Harendita, Nur Effendi, Nurul  
Khasanah, Ponijo, Priyatno Ardi, Retno Muljani, Ridha Cahya  
Hutami, Sumantiah, Truly Almendo Pasaribu, Veronica  
Triprihatmini, Wida Ni'hayatusy Syukriya

**Layout designers:**

Marsya Prawatya

Tutur Nur Utami

First edition, December 2018  
vi; 187 pages; 15 x 21 cm.

**PUBLISHED BY:**



SANATA DHARMA UNIVERSITY PRESS  
1st Floor, Library Building USD  
Jl. Affandi (Gejayan) Mrican,  
Yogyakarta 55281  
Phone: (0274) 513301, 515253;  
Ext.1527/1513; Fax (0274) 562383  
Email: [publisher@usd.ac.id](mailto:publisher@usd.ac.id)

**COLLABORATIONS:**

FKIP Universitas Sanata Dharma  
Jl. Affandi, Catur Tunggal Depok,  
Sleman, Yogyakarta  
Website: [www.usd.ac.id/fakultas/pendidikan](http://www.usd.ac.id/fakultas/pendidikan)



Sanata Dharma University Press Member of APPTI  
(Association of University Publishers in Indonesia)

**All rights reserved.**

No parts of this book may be reproduced, in any form or by any means  
without permission in writing from the publisher.

---

The contents of the book entirely the responsibility of the author.

## **PREFACE**

Classroom action research (CAR) has gained popularity among foreign language scholars and teachers. Teachers are attracted to do action research to improve the quality of learning as well as to acquire more understanding of themselves as teachers. This book presents some practices of action research in Indonesian context conducted collaboratively by students of PPG SM-3T, school teachers, and lecturers.

This book consists of action research implementing technical and non-technical media. Hopefully this book can encourage more students and teachers to do action research in living their professional life as educators.

Editors

## TABLE OF CONTENTS

<b>PREFACE</b> .....	iii
<b>TABLE OF CONTENTS</b> .....	iv
<b>IMPROVING STUDENT ENGAGEMENT IN LEARNING ENGLISH BY USING SCAVENGER HUNT GAME IN SMPN 6 YOGYAKARTA</b> Dendi Kurniawan, Truly Almendo Pasaribu, and Dwi Isnawati .....	1
<b>THE USE OF GROUP INVESTIGATION (GI) TO ENHANCE CRITICAL THINKING SKILL OF ELEVENTH GRADERS OF SMAN 11 YOGYAKARTA IN LEARNING ENGLISH</b> Anna Sofyana, G. Joko Santoso, Markus Budiraharjo, and Retno Muljani.....	12
<b>ENCOURAGING STUDENTS' ACTIVE PARTICIPATION IN EFL CLASS THROUGH VARIOUS GAMES</b> Fitria Anjarwati, Ariaty Puji Lestari, Concilianus Laos Mbato, and Laurentia Sumarni....	23
<b>IMPROVING STUDENTS' ENGAGEMENT IN LEARNING ENGLISH USING RIDDLES TO THE TENTH GRADE STUDENTS OF SMK N 5 YOGYAKARTA IN ACADEMIC YEAR 2018/2019</b> Gugus Narendra Dwi Androveda, Arnita Budi Siswanti, and Monica Ella Harendita .....	31
<b>ENHANCING EIGHT GRADE STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH TEAM-GAMES-TOURNAMENT (TGT)</b> Hanifatul Laillisa, Dwi Isnawati, and Veronica Triprihatmini .....	41
<b>ENHANCING CLASS 7F STUDENTS' MOTIVATION IN LEARNING ENGLISH BY APPLYING TIC TAC TOE GAME</b> Ikhsan Is Hardian Syarif, Ponijo, Concilianus Laos Mbato, and Laurentia Sumarni.....	51
<b>USING TEAM GAMES TOURNAMENT TO IMPROVE THE MOTIVATION OF TENTH GRADERS OF SMKN 5 YOGYAKARTA IN LEARNING ENGLISH</b> Indah Dwi Setyorini, Arnita Budi Siswanti, and Priyatno Ardi .....	65
<b>IMPLEMENTING JIGSAW TO EMPOWER 8<sup>TH</sup> GRADE STUDENTS' PARTICIPATION IN ENGLISH COLLABORATIVE LEARNING (Classroom Action Research in SMP Negeri 6 Yogyakarta Year 2018/2019)</b> Nur Effendi, Veronica Triprihatmini, and Dwi Isnawati .....	75

<b>STRENGTHENING STUDENTS' MOTIVATION BY USING A COUPLE-CARD GAME IN LEARNING ACTIVITIES</b>	
Nurul Khasanah, Dwi Isnawati, and Truly Almendo Pasaribu .....	91
<b>THE USE OF BOARD GAME TO SUPPORT SEVENTH GRADERS' ENGAGEMENT IN SPEAKING ENGLISH AT SMPN 3 YOGYAKARTA ACADEMIC YEAR 2018/2019</b>	
Sumantiah, Ponijo, Laurentia Sumarni, and Concilianus Laos Mbato .....	103
<b>IMPROVING STUDENTS' CREATIVITY BY USING CANVA AT X DKV B CLASS OF SMKN 5 YOGYAKARTA IN ACADEMIC YEAR 2018/2019</b>	
Alvian Devid Firmansyah, Arnita Budi Siswanti, and Priyatno Ardi .....	121
<b>THE USE OF VIDEO TO ENHANCE STUDENTS' ENGAGEMENT IN LEARNING ENGLISH</b>	
Higar Iman Pribadi, Retno Muljani, Markus Budiraharjo, and G. Joko Santoso .....	127
<b>THE USE OF INSTAGRAM TO IMPROVE THE ENGAGEMENT OF 10TH GRADERS OF SMA NEGERI 11 YOGYAKARTA IN WRITING DESCRIPTIVE TEXTS</b>	
Faradillah Handini, Markus Budiraharjo, Retno Muljani, and G. Joko Santoso .....	137
<b>THE USE OF FLASHCARD GAME TO IMPROVE THE ENGAGEMENT OF THE 8TH GRADERS OF SMPN 3 YOGYAKARTA IN LEARNING SPEAKING</b>	
Hasti Nurillia Afidah, Ariaty Puji Lestari, Concilianus Laos Mbato, and Laurentia Sumarni .....	150
<b>USING PEER FEEDBACK THROUGH INSTAGRAM TO ENHANCE STUDENTS' WRITING SKILL TO WRITE ANALYTICAL EXPOSITION TEXTS IN SMAN 11 YOGYAKARTA</b>	
Ridha Cahya Hutami, G. Joko Santoso, Markus Budiraharjo, and Retno Muljani .....	165
<b>ENHANCING STUDENTS' ENGAGEMENT IN LEARNING ENGLISH USING CLASS DOJO TO THE TENTH GRADE STUDENTS OF SMK N 5 YOGYAKARTA IN ACADEMIC YEAR 2018/2019</b>	
Wida Ni'hayatusy Syukriya, Arnita Budi Siswanti, and Monica Ella Harendita .....	179



## **THE USE OF BOARD GAME TO SUPPORT SEVENTH GRADERS' ENGAGEMENT IN SPEAKING ENGLISH AT SMPN 3 YOGYAKARTA ACADEMIC YEAR 2018/2019**

**Sumantiah, Ponijo, Laurentia Sumarni, and Concilianus Laos Mbato**

Sanata Dharma University

thiathia1993@gmail.com

### **Abstract**

As one of the core skills of 21st Century, communication skill needed to be emphasized more in English subject in order to meet the aim of curriculum 13. This core skill can be achieved when the students are involved in an active learning. However, I found two major cases (language anxiety and lack of English background knowledge) among VII-E students of SMPN 3 Yogyakarta that affect their engagement in speaking English. Due to the fact, this action research concerns on to what extent board game support seventh graders' engagement in speaking English at SMPN 3 Yogyakarta. Data collected comes from teacher (Journal log), co-teacher (observation checklist), and the students (questionnaire) which gives broad view and rich data to understand the problem from many different points of view. The research found that the use of board game toward 34 students of VII-E gave positive impact to support students' engagement in speaking English. The average of their engagement is about 85.18%. Students felt that the learning was fun with board game. They were eager to talk in English, and they got the same chance to speak English. In a nut shell, board game can stimulate the students' interest and motivation in learning new language and provide safe environment to express their feeling and ideas without worrying the mistakes.

Keywords: board game, engagement, speaking English

### **Introduction**

Curriculum 13 literally has many expectations from the teachers as the educational spearhead. This curriculum recently requires teachers to accommodate students mastering 21st Century Skills namely: creativity, critical thinking, communication and collaboration. As stated by AriefBudiman, specialized staff of ministry of education and culture (Kemdikbud, 2017), those skills are considered as a key for the young generation to adapt in the rapid changing of globalization and the advancement of technology.

As one of the core skills of 21st Century, communication skill needs to be emphasized more in English subject in order to meet the aimed of curriculum 13. This core skills can be achieved when the students are involved in an active

learning. According to Prince (2004, p.1), the active learning is any instructional method that stimulate students' interest in the learning process. As the active learning refers to student-centered, students should be engaged in the meaningful activities which directly shape their communication skill. It is in line with Dale's cone of experience that the percentage of people comprehend what they learn is 90% through experimenting and presenting (Hlwiki University, 2018). It indicates that the students learn best to achieve 21th century skills through active learning.

In fact, teaching speaking English with communicative goal really challenges somehow since the position of English is as foreign language. Students tended to be passive in the classroom because they do not get exposure of the language in their environment. As I taught VII-E students of SMP N 3 Yogyakarta, I found two major cases among the students that affect students' engagement in speaking English. First, most of students encounter language anxiety (Goh& Burns., 2012, pp. 26-27). They tended to feel shy whenever I ask them to speak. They are afraid to make mistakes which leads other students to make some jokes of it. Even though, they know the correct answer, they will not raise hand to contribute in learning process. Meanwhile, they do not hesitate to remind the teacher that the bell rings for 15-minute-break or time for go home. Second, some students have lack background knowledge of English. They tend to tell the teacher that they do not know English at all; they are bad at English; they have never learnt English in their elementary. It proves with the data of daily test score of 34 students that only one student passes grade over 80 while the others get score below the minimum learning mastery standard.

In order to help students to engage more in speaking English, I plan to design teaching and learning that holds five principles of teaching and learning for beginner (Nation & Newton, 2009, p.19). First, the learning process should focus on meaningful and relevant language. Second, the learning process should maintain various activities to avoid boredom and monotonous learning. Third, the learning process should give chances to students to use English little by little. Fourth, the learning process should use comprehensible media. Last, the learning process should be stress-free. It can be concluded that, the effective way to boost their engagement is by utilizing classroom as English environment and design attractive media which is set for cooperative, fun, and meaningful learning.

The use of Board Game can be one of the ways to engage students in speaking English. As stated by Read (2007, p.5), games encourage active participation among students, captive student's attention, and build students' confidence and self-esteem. Board Game is designed to provide the sufficient exposure to English and promote students to speak especially in asking and answering questions based on the clue in the board game (Sasidaran and Eng, 2013, p.202). All in all, there are many advantages of this game, students can



speaking English equally within their group; students can help each other; students can play as well as learning. Precisely, it brings more excitement along learning process.

Therefore, based on the background, I conduct a classroom action research which concerns on to what extent board game support seventh graders' engagement in speaking English at SMPN 3 Yogyakarta.

### ***Engagement***

The term of engagement is discussed in many disciplines as well as in an educational setting. According to Martin and Torres (2018, p.2), engagement in learning is that students give a contribution to the learning process with a high intensity of curiosity, attention interest, optimism, and passion. Abs Zorini (2015, p.1) points out that whether students engage or not in the classroom can be examined from their responsibility and willingness to do all activities given by teacher either collaboratively or individually. XunGe & Ifenthaler (2017, p.1) say that engagement rises from various ways to make students more active in shaping their experience, knowledge, and skill. In other words, engagement in learning is that students participate in every activity which is designed by the teacher from the beginning until the end of the lesson with full willingness, attention, and enjoyment. The more students engage in learning activities, the more successful learning goal can be achieved.

Learning environment such as school, peers, instruction, teaching strategy, method, and technique of teaching is the external factor which causes a low or high level of engagement among the students. There are three main aspects which are being the indicator of whether the students highly engage or disengage (Fredrick, Blumenfeld, & Paris in Finn & Zimmer 2004, p.1). First is a behavioral aspect. Behavior can be positive or negative. Students' behavior is positive when they invest their time and effort to listen carefully to the teacher's explanation, actively participate on task, and show their seriousness but still enjoy the learning. On the other hand, students consider having negative behavior when students are off task and having a chit-chat, playing, asking permission to go out and not coming back for long period instead. Second is an emotional aspect. It relates to affective states such as interest, happiness, anxiety, boredom, and other affective states. When students feel happy and become enthusiastic, they will enjoy the learning. Last is a cognitive aspect. When they face some problem, they try to solve the problem, they will seek the answer by giving reasons and try to discuss and understand the material.

### ***Teaching Speaking***

Speaking is one of the ways to express or share our thought, ideas, and feeling. It involves an interaction between two people or more and it occurs in real time and situation. According to Luoma (2004, p.9) defines that speaking is the constructions of meaning which comprises the activity of producing, receiving, and processing information interactively. People speak every day when

they meet each other whether to build a good relationship or transactional motives (McDonough and Shaw, 2003, p.134). It can be said that the express of feeling and thought orally functions to involve in the social routine.

Teaching English especially for speaking means that students are expected to use English communicatively in their daily life. However, speaking is considered as complicated matter to be learned among the students since they need to produce words, think about grammar, and even select an appropriate vocabulary in the same time. Thing to be more complicated is that students do not have an English environment supported.

Dealing with those problems, teacher should create real environment to an authentic practice to accommodate the students' need. Brown (2007, p.18) says that teacher should assist and facilitate students with an appropriate technique, method, and interesting material to stimulate students start using English in classroom without hesitation, and fear of doing mistake. To measure whether the students succeed in speaking, teacher may observe three characteristics (Ur, 2009, p. 120). First, the opportunity for practicing English is much available for every student. Second, all students have an equal contribution along the speaking activity. Last, the classroom atmosphere is enjoyable. All in all, to achieve successful in teaching speaking, the teacher should design meaningful learning strategies which facilitate students to speak actively and equally while experiencing fun learning.

#### ***Board Game***

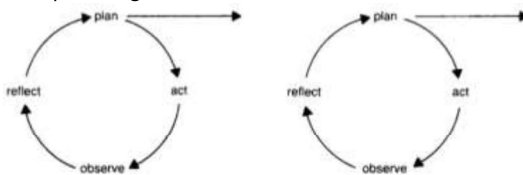
Board game is a game which is played by three people in minimum. The players move a small object, use dice, chips, money or any instrument to play it around on a pattern board which has already been designed to meet the speaking English learning goal. Each student throws dice once each round. There are special signs on the board that are roll again, and move two spaces. The player who passes the finish point should go backward. The students who is the first to land on finish point will turn out to be a winner (Sigridurdog, 2010, p.19). According to Chang and Cogswell (2008), using board game in the 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. Moreover, Barab, Ingram-Goble, & Warren (2008) say that games provide rich opportunities to the students to communicate, collaborate, and enjoy the learning. It is one of powerful instructional to engage students in meaningful learning when it purposely design for education. Students can learn all material of English as they play games.



The examples of Board Game used in this research

### Method

There are many unique phenomena happens in school which is interesting to be analyzed deeply in order to improve educational quality. In this chance, I conducted an action research to know the extent of board game to support seventh graders' engagement in speaking English at SMPN 3 Yogyakarta. According to Stringer, Christensen, and Baldwin (2010: 7), an action research is the investigation of problems or issue which happens in the daily life. Somekh (2006, p.7) specifically defines that an action research in classroom is the process of reflection or self-evaluation on what happens toward the students, facilities, method, technique, and strategies, or even the teaching style of the teachers itself. According to Pelton (2010, p.3), classroom action research is a systematic approach which is conducted purposefully to solve a problem or improve teaching and learning. All in all, classroom action research is a research methodology which is utilized in the school environment to the betterment of learning process. There are four steps to be done in conducting an action research such as plan, act, observe, and reflect which is applied as many as needed until the positive goal has been achieved.



(Mcniiff and whitehead, 2002:41)

### Research Setting

This classroom action research took place in SMPN 3 Yogyakarta at Jln. Pajeksan No. 18. This school has 18 classes which are spread into six classes to each level. Each class consists of 34 students. The learning process normally begins from 7.00 A.M to 1.50 P.M every Monday, Tuesday, Wednesday, and Thursday while every Friday and Saturday, the class begins from 7.00 AM to 11.00 AM.

The research subject was students of VII/F of SMPN 3 Yogyakarta. The learning of English was based on Curriculum 2013 in which the schedule were Tuesday and Thursday. The research is scheduled as follows:

Steps	Research activities	Months																		
		July				August					September				October					
		1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	
Planning the research	Observation			√	√															
	Title consultation					√														
	Proposal Consultation						√	√												
Conducting the research	Preparing the instruments								√											
	Conducting the research									√	√									
Data Analyzing and composing the result	Data Analyzing											√	√							
	Writing the report													√	√	√				

Table 1. The schedule of research

### Instruments

The research used three instruments namely observation checklist, Journal Log, and questionnaire. The use of those instruments can give broad view and rich data to understand the phenomenon from many different points of view. According to Fraenkel&Wallen (2009, p.440), observation is an activity of capturing what all occurs in the research site in detail. In this case, what students do in the class, what students feel, what happens in the classroom, what teacher does in the classroom are being observed. In this research, I would teach without taking part on the observation activity, but my co-teacher would be my non-participant observer in order to get rich and detail information along the learning from his point of view. My co-teacher took a seat at the back row and observed what was going in the class carefully with observation checklist. Moreover, I wrote a journal log right after teaching and learning. I wrote all what I experienced in the classroom such as how is students' interaction, feeling, and even how the students' response to my teaching. It is like self-reflection data to be used in revising or improving teaching in the next meeting. According to burn (2012:82), Journal log is a highly significant instrument to capture events or reflect on what people have done. Then, I used questionnaire to get valid data toward my research problem. I made ten questions on the questionnaire with the Likert Scale one to five (Descombe, 2010, p.168) which represents of agreement and disagreement degree (See Appendix B). All in all, data comes

from teacher, co-teacher, and the students which gives wider and deeper information than it expected toward the phenomenon.

### **Data Analysis**

Data analysis is the series of activity of meaning seeking which leads to one conclusion to the research problem. According to Buaraphan (2016), there were several steps in data analysis. They are familiarizing the data by reading intensively, coding by using number, and searching themes among codes. Moreover, Lodico, et al (2010:180) points six steps of data analyzing in qualitative research: 1) prepare and organize the data, review and explore the data, report and interpret data.

In this research, I modify and combine the steps of data analysis in order to get valid and reliable data based on the research problem. 1) Coding journal log by using red number. 2) Reread journal log intensively. 3) Categorizing observation checklist from two meetings and coding them by using red number. 4) Calculating the percentage of Likert scale questionnaire of 34 students. 5) Interpreting data from journal log, observation checklist, and questionnaire. 6) Drawing a conclusion.

### **Findings and Discussion**

The research finding was about to what extent the board game support the seventh graders' engagement in speaking English which were taken from observation checklist, journal log, and questionnaire. Both observation checklist and journal log were done twice at 28<sup>th</sup> August and 4<sup>th</sup> September 2018 while questionnaire was distributed once to 34 students of VII-E at 4<sup>th</sup> September 2018. As the guideline for the readers, I coded some information from the three instruments in the following table.

<b>No</b>	<b>Code</b>	<b>Meaning</b>	<b>Example</b>
1	OC-1 OC-2 Line	Observation Checklist of first cycle Observation Checklist of second cycle Line of observation Checklist	(OC-1/ Line 1-5)
2	JL-1 JL-2 Line	Journal log of the first cycle Journal log of the second cycle Line of Journal log	(JL-1/Line 23)
3	Q S1	Questionnaire Number of statement of the questionnaire.	(Q-S1)

*Data coded from instruments used in the research*

## ***Cycle One Meeting 1***

### ***Plan***

To support seven graders' engagement in speaking English, I chose board game because its powerful benefits brought many benefits for students which has been proved by many researchers. I made a very detail lesson plan basic competence 3.2 and 4.2 about introducing our self by using board game as media. I collected the examples of board game and adapted a simple but attractive board game which was suitable with the students as the beginner learner of English. I modified the board game with only 15 questions provided with pictures. It was to make students easy to understand the question by looking the picture as a clue. I designed the board game for eight small groups. It was supposed to be more effective to make students participating fairly.

Moreover, I consulted my lesson plan to my advisor teacher. He agreed with my plan to use board game in seven graders because it could be a good idea in engaging the students in speaking English. However, he gave notes that I should prepare well the board game media with the very clear instructions and rule in playing the board game. If it was not, the learning goal would not be achieved successfully. Then, I decided to form eight groups before I came in to the classroom. I grouped them in heterogenic way. One group consist of four or five students with gender and ability mixed. I thought it was a good choice to make them work cooperatively like helping each other and keeping good relationship with their friends without preferences dominant. (JL-1/Line: 27-30)

The teacher divided class in heterogenic way. Each group consisted of female and male students and also consisted of high, average, and low level students. Each group had 4 members.

### ***Action***

The classes normally started at 12.30 after praying and break time so, I came to the classroom 30 minutes earlier to prepare all the things I needed to implement the board game. My mood was very good because I could not wait to see my students' response in playing the board game.

The meeting was the same time for all teachers gathering for an accidental meeting. As a result, the learning would be ended earlier at 1.30 P.M. After opening the class and preparing the students in the lesson by having ice breaking, I directly grouped them based on the list I have made before. Students gathered with their groups for ten minutes. I started asking them about identity such as name, address, favorite food and drink in order to activate students' background knowledge about the topic. Then, I explained the topic of introducing our self in brief. (JL-1/Line 9-12)

Students quietly listened to my explanation in 5 minutes. Then, I asked some students related to the expression of asking and giving information about identity to check whether they understood or not.

Knowing they have understood enough with some exercises, I gave the board game to each group. They played the board game one by one by rolling a

dice and asking and answering based on the information on the board game. They had to answer 5 questions minimally until the group found the winner. They spent 15 minutes to play the board game. Before closing the meeting, I gave feedback on students' participation and asked students to review the topic.

### *Observation*

The meeting was not based on my expectation. It was because of several external factors. First, the time was limited for 40 minutes where it was supposed 80 minutes. I could not afford to show or explore more the example of introducing dialogue. Second, the situation was very crowded with school building maintenance in front of the classroom. Last, the classroom was hot because of the fan did not work. As the result, the students could not give attention full when I explained the material. Grouping students took long time as some students seek their group and move to other desk. There was a student who was complaint to move in another group because she is the one female member in the group. (JL-1/Line 31-38)

Grouping student spent over 10 minutes. Moreover, one of group 6 members seemed did not like the way I group. She asked me to move her to another group. She wanted to move to other group because of she did not feel comfortable with her two male friends. I said to her to stay with her group trying to learn with no preference. As I walked around, she was quite playing the game.

I noticed that she was not enthusiastic when playing the board game. However, in the beginning of playing board game, the students are engaged well. They waited for their chance to roll the dice and answer the questions on the board game. When they did not know the meaning of the questions or when they were not sure about the answer, they directly called my name for a help. I saw them laughing as they asked questions about their identity (introducing our self). All the group focused in the game and each student had a chance to speak but in 7 minutes after, some groups already finished the game and they visited other groups to make a joke or disturb their friends. (JL-1/Line: 48-50)

Classes were very crowded, but students concentrated in their task to answer 5 questions in the board game minimally.

I commanded them to set back on their desk and played the game once again in order to make them more understanding before I visited their group to assess their speaking.

#### *Reflection*

There were seven points to be considered to make board game more effective and successful implemented in the classroom they are;(OC-1/ Line 1-5)

1. Grouping students based on same gender to make students more convenient during playing board game and grouping students with the nearest distance beside or behind them in order to make it easier and to save more time in grouping.
2. Prepare additional worksheet for the groups who finish the game earlier.
3. Give strict rule for the students who are off-task like disqualification on the game.
4. Consistent with the school schedule and let the students took the consequences if they were late to come in the classroom.
5. Give more examples of dialog on how to ask and answer information about introduction our self in order to strengthen students' concept on introducing our self.
6. Prepare the plan B to cope the unwanted condition.
7. Give reward for the students not only with the score.

#### **Cycle One Meeting 2**

##### *Plan*

I designed another lesson plan and the board game which was little bit different from previous meeting. It was still basic competence K.D 3.2 and 4.2 about introducing our self but specifically about hobbies. Students are expected to be able on how to ask and give information about their hobbies. I put 17 pictures related to hobbies on the board game with no chunk words or sentence. Moreover, to anticipate with the students who are off task and discuss out of topic, I create rules for the students to complete or to play in 10 minutes whether they already get the finish point or not. I made some dialog as an example on how to introduce our self to show more exposure on how to ask and give information about hobbies. I spend RP. 10.000 to buy snack and candy for the students who win and actively participate on the lesson. I think score is not enough to make them motivated so I gave them snack for their break time. I prepared the short but importance material in power point in case another accidental meeting or condition happen again. I browsed video related to hobbies to catch students in the beginning of the lesson. And I will not explain much to them about the vocabularies of hobbies but they directly watch and listen carefully from the video.

##### *Action*

As usual, I came to the classroom earlier while waited the student having break time, I prepared all the things I needed for my teaching and learning. The class begin at 12. 30 P.M and it would be ended at 01.50 P.M. I prepared the



students both physically and mentally. To make them comfort in the classroom, I asked them to take rubbish near their table and put another subject book in the bag. I wanted them to only focus in my lesson, English. Because I saw them feel hot, I gave them Simon Says ice breaking in which I mention two hobbies such as running and swimming then, students acted like people were swimming and running. (JL-2/Line:7-13)

I gave them ice breaking Simon says by giving clue "swimming and running". They must act like people who are swimming and running. They followed my instruction well at three time's trial.

They were very enthusiastic. They laughed and try to concentrate so they would not mishear my instruction.

Then, I show them a video about kinds of hobbies. They were watching it carefully and writing vocabularies about hobbies from the video. They found kinds of hobbies from the video correctly. Then, I asked some students about their hobbies one by one. I gave them the example of kinds of hobbies, showed dialogs how to ask and answer information related to hobbies. They understood the material quickly. It might be because they have already background knowledge about hobbies. Then, students tried to practice asking their friends hobbies beside them.

The main activity is that they played board game with the group which is formed directly four students faces each other. (JL-2/Line: 33-36)

I asked them to make group directly with their friend behind their desk. One group consisted of four students. Each group were grouped with same gender.

It is much easier and only needed very short time. Students had not to move around and shouted to seek their group which leads to chaos situation. Then, I distributed the board game. This time students did not use dice to play it, but they used Hompimpa Jargon (Traditional game for children) to find the winner who would play first. Students whom won in the Hompimpa Jargon, they got chance to freely choose which picture on the board game to be asking and answering first. Member of group would be a winner if they could mention 5 questions in minimum. They played it no more than 10 minutes as the plan and the winner turned out from each group. (JL-2/Line:52-55)

Both male and female students were very engaging to involve in the game they try to be the winner. Even though the time for playing was over, they asked additional time to play it.

I gave reward snacks to the winners and gave score to all of the students because they were very active and cooperative in the lesson. Then, students reviewed the material together and expressed their feeling and positive comment toward the lesson by using board game.

### *Observation*

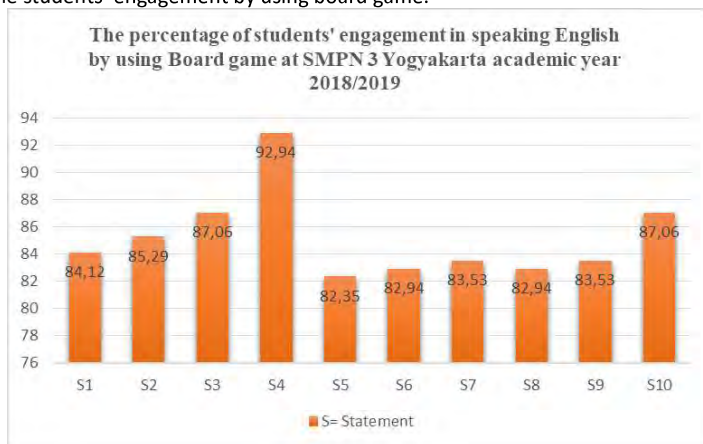
The second meeting was perfect. It ran well and it was a big surprised for me. From the beginning doing the ice breaking until the end to playing the game, the students were very cooperative to follow all the instructions. Even though there were still school building maintenance and the weather was hot to ruin the mood and spirit, students keep concentrating to the lesson. Moreover, time was spent wisely because the grouping did not take much time like in the first meeting. They were very happy to have competition in playing the game and got some reward. I heard some students asked to continue playing the game but I said to them there would be next meeting because we need to move to another activity. I gave them my big appreciation for the successful learning.

### *Reflection*

There is no more comment in this meeting, but it is important to provide the learning with: (OC-2/ Line 1-5)

1. Well-prepared plan.
2. Game variation with more challenges and fun.
3. Motivation encouragement by asking students to speak individually if they were shy to talk.
4. Reward and positive comment

There were ten statements in the questionnaire which gave various perspective among students about board game. The two cycles of using board game generally stimulate students' engagement. The following chart described the students' engagement by using board game.



NOMOR		NAMA	PERNYATAAN									
Urut	INDUK		S1	S2	S3	P4	P5	S6	S7	S8	S9	S10
1	15532	AD W.	4	4	4	5	4	4	4	4	5	5
2	15533	AR W.	4	5	5	5	4	3	3	4	3	4
3	15534	AP A.	4	4	5	4	4	3	4	5	4	4
4	15535	AN	4	4	5	5	4	4	3	4	4	4
5	15536	AS	4	5	4	4	4	5	5	4	5	4
6	15537	AS R.	4	4	4	4	4	4	4	4	4	4
7	15538	AA	5	5	5	5	4	4	4	4	4	4
8	15539	AP S.	4	4	5	5	5	5	5	4	5	4
9	15540	AV M.	4	4	4	5	4	4	4	5	4	5
10	15541	AR S.	4	5	4	5	4	4	4	4	5	4
11	15542	AT P.	5	5	5	5	5	5	5	4	4	5
12	15543	AR	5	4	4	4	5	4	4	4	4	4
13	15544	BE S.	4	4	5	5	4	5	5	4	5	4
14	15545	BA N.	4	4	5	4	5	4	4	4	5	5
15	15546	CN F.	5	4	4	5	4	4	4	4	4	5
16	15547	ES I.	4	4	4	4	5	4	4	5	5	4
17	15548	EP	4	4	4	5	4	4	4	5	4	4
18	15549	FA G.	4	4	4	5	4	4	5	4	4	5

19	15550	GF	4	5	4	5	4	4	4	4	4	4
20	15551	IA	4	5	5	5	4	4	4	3	4	5
21	15552	IY K.	4	4	4	4	4	4	4	4	4	3
22	15553	KP W.	4	4	4	4	4	4	4	4	4	4
23	15554	LP U.	5	4	4	5	4	5	5	4	5	4
24	15555	LM	4	4	4	5	4	5	4	4	4	4
25	15556	MF A.	5	4	5	4	4	5	3	5	3	5
26	15557	MR	4	4	4	5	4	4	4	4	4	5
27	15558	NA S.	4	4	5	4	4	4	4	5	4	5
28	15559	PF	4	4	5	4	4	4	5	4	5	4
29	15560	RH	4	4	4	5	4	4	3	4	4	3
30	15561	RZ S.	4	4	4	5	4	4	5	5	4	4
31	15562	SN L.	4	5	4	5	4	4	3	5	4	5
32	15563	SA N.	4	4	4	5	4	4	5	4	5	5
33	15564	VP	5	5	5	5	4	5	5	4	4	5
34	15565	VA S.	4	4	3	4	3	3	5	2	2	5

From the chart, it can be seen that statement one to ten shows over 82%. In the statement one, all of students agreed and totally agreed that they became more active to speak through board game. The percentage of their agreement was about 84.12% (See appendix: Q-S1). In the statement two, students' agreement was about 85.29%. All students got even participation and chance to speak English. They speak English one by one as they rolled the dice or won Hompimpa game (See appendix: Q-S2). In the statement three, students became more curious and eager to ask to the teacher or friends whenever they did not know how to ask and give information about introducing our self or when they did not understand the questions in the board game (See appendix: Q-S3). The agreement of this statement is about 87.06% and there was one student who quite agreed to this statement since she was not initiative to ask, but she would wait a help from her friends instead. In the statement four, all students totally agreed and agreed around 92.94% about the very fun learning. They enjoyed speaking by using board game (See appendix: Q-S4). In the statement five, students felt confident to speak English by using board game. There was only one student who quite agreed to the statement. The percentage was about 82.35% (See appendix: Q-S5). In the statement six, most of students were enthusiastic with the board game, but there were three students who quite agreed that they sometimes got confused on the answers of the questions in the board game. The percentage was about 82.94%. In the statement seven, 29 students felt more focus with their small group and play board game students, while five students were quite agreed because they tended to lose focus, off task, and having chat with groups during playing the board game. Moreover, they preferred listening to the teacher's explanation than playing game. The percentage of

agreement was 83.53% (See appendix: Q-S7). In the statement eight, students wanted to learn English through various fun game like board game. There were only two students who did not agreed because they thought that they would have limit time to note and learn new vocabularies from the teacher. The percentage of statement eight was 82.94% (See appendix: Q-S8). In the statement nine, students agreed that they could understand the topic or material more by using board game. There were three students who quite agreed because they comprehended more from the teacher's explanation. The percentage of the agreement was about 83.53% (See appendix: Q-S9). In the last statement, students agreed that they would help their friends whenever it needed during playing the board game and 87.06% was the percentage of the agreement to this statement.

All in all, the highest percentage of agreement is from S4 or the statement that the learning was enjoyable. Then, S3 and S10 has the same percentage that is 87.06 which was considered students more active to ask teacher and friend and they would help their friends.

### ***Discussion***

Based on the result finding, some phenomena were pointed out and it would be discussed in detail about to what extent board game support students' engagement in speaking English. In the light of this, an action research which consists of two cycles of implementation board game toward 34 students of VII-E gave positive impact to support students' engagement. The average of engagement is about 85.18%. It indicates that the use of board game support the students' engagement. Students feel the learning is fun with board game, they eager to talk in English, and they get the same chance to speak English. It is in line with the theory from Bara, Ingram, Goble, & Warren (2008) that learning to speak English by using board game can lift students' braveness up. It is an alternative way to stimulates students' interest and motivation in learning new language and provide safe environment to express their feeling and ideas without worrying mistake. Moreover, they add that through game, students have a lot of chances to use English as they played board game in the small group which could not possible covered in the large group or traditional teaching.

### **Conclusion**

From the two cycles of Classroom Action Research, it draws some conclusions that the use of board game positively supports the students' engagement in learning speaking English. Most of students felt that from the board game, they could contribute in small group discussion as they practice their English. They were interaction between students and students and between students and teacher during the board game playing because the students, one by one ask and give information related to the questions were provided on the board game. Moreover, the students actively asked the teacher whenever they got confused toward the playing of board game. In addition, the

learning process was very fun by using board game. Most of the students focused to their group to win the game. In a nutshell, board game creates friendly and joyful atmosphere which lead students to engage more in speaking English.

### **Suggestion**

Despite the successful of using board game in supporting students' engagement in speaking English, there are some considerations to maximize the get the powerful of game;

1. The board game should be designed in attractive way in order to get their first impression.
2. The questions should be contextual and appropriate with the students' level.
3. The instructions of the game should be clear.
4. Time setting to play should be not too short or too long.
5. The grouping students should be as the students' willingness in order to make them motivate in speaking by using small group.
6. Set the rule to make

### **References**

- Barab, S. A., Goble, A. I., & Warren, S. (2009). *Conceptual plays spaces*. Retrieved from <http://www.irma-international.org/viewtitle/20132/>
- Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Boston: Pearson.
- Brown, H. D. (2007). *Principle of language learning and teaching* (5th ed.). New York: Pearson Education, Inc.
- Buaraphan, K. (2016). The development of qualitative classroom action research workshop for in-service science teachers. *Asia-Pacific Forum on Science Learning and Teaching*, 17.  
[https://www.eduhk.hk/apfslt/download/v17\\_issue1\\_files/buaraphan.pdf](https://www.eduhk.hk/apfslt/download/v17_issue1_files/buaraphan.pdf)
- Burns, A. (2012). *Doing action research in English language teaching: A guide for practitioners* (1st ed). New York: Routledge.
- Chang, S. & Jenny, C. (2008). *Using board games in the language classroom*. TESOL. Retrieved from  
[https://webcache.googleusercontent.com/search?q=cache:QR1lzQfNj2YJ:h ttps://www.rtmsd.org/cms/lib/PA01000204/Centricity/Domain/57/Using\\_Board\\_Games\\_Handout.doc+&cd=1&hl=en&ct=clnk&gl=id](https://webcache.googleusercontent.com/search?q=cache:QR1lzQfNj2YJ:h ttps://www.rtmsd.org/cms/lib/PA01000204/Centricity/Domain/57/Using_Board_Games_Handout.doc+&cd=1&hl=en&ct=clnk&gl=id)
- Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). New York: Open University Press.
- Finn, J. & Zimmer, K. S. (2012). *Handbook of research on student engagement. Student engagement: What is it? Why does it matter?* New York: Spinger.
- Fraenkel, J. R. & Wallen N. E. (2009). *How to design and evaluate research in education* (7th ed.). New York: McGraw-Hill, Inc.

- Fraenkel, J., Wallen, N. E., & Hyun, H. H. (2014). *How to design and evaluate research in education* (8th ed.). New York: McGraw-Hill.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59-109.
- Ge, X. & Ifenthaler, D. (2017). *Designing engaging educational games and assessing engagement in game-based learning*. Retrieved from <https://www.igi-global.com/chapter/designing-engaging-educational-games-and-assessing-engagement-in-game-based-learning/162063>
- Goh, C. C. M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany: State University of New York Press.
- Hlwiki University. (n.d.). *Dale's cone of learning*. Retrieved July 17, 2018 from [http://hlwiki.slais.ubc.ca/index.php/Dale%27s\\_cone\\_of\\_learning](http://hlwiki.slais.ubc.ca/index.php/Dale%27s_cone_of_learning)
- Kementrian Pendidikan dan Kebudayaan. (n.d.). *Pendidikan karakter dorong tumbuhnya kompetensi siswa abad 21*. Retrieved July 17, 2018, from <https://www.kemdikbud.go.id/main/blog/2017/06/pendidikan-karakter-dorong-tumbuhnya-kompetensi-siswa-abad-21>
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research from theory to practice* (2nd ed.). San Fransisco: John Wiley & Sons, Inc.
- Luoma, S. (2004). *The nature of speaking. In assessing speaking*. Cambridge: Cambridge University.
- Martin, J. & Torres. (2018). *What is student engagement and why is it important? User's guide and toolkit for the surveys of student engagement: The High School Survey of Student Engagement (HSSSE) and the Middle Grades Survey of Student Engagement (MGSSE)*. National Association of independent school. Retrieved from <https://www.nais.org/Articles/Documents/Member/2016%20HSSSE%20Chapter-1.pdf>
- McDonough, J. & Shaw, C. (2003). *Materials and method in ELT: A teacher's guide* (2nd ed.). USA: Blackwell Publishing.
- Moursond, D. (2006). *Introduction to using games in education: A guide for teachers and parents*. Retrieved from <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/3177/Games.pdf;sequence=1>
- Nation, I. S. P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.
- Nguyen, T. D., Cannata, M., & Miller, J. (2016). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. *The Journal of Educational Research*. Routledge Taylor and Francis group. <http://dx.doi.org/10.1080/00220671.2016.1220359>

- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.
- Pelton, R. P. (2010). *Action research for teacher candidates*. Maryland: Rowman & Littlefield Education.
- Prince, M. (2004). *Does active learning work? A review of the research*. J.Engr. Education. Bucknell University.
- Read, C. (2007). *500 activities for the primary classroom*. Oxford: Macmillan.
- Sasidharan, A. & Eng, T. (2013). Pupils' and teachers' perceptions of a language board game, challenge. *The English Teacher*, 42(3). Malaysia: Universiti Sains Malaysia.
- Sigurðardóttir, S. D. (in press). *The use of games in the classroom*. Retrieved from <https://skemman.is/bitstream/1946/6467/1/Sigridurdogg2010.pdf>
- Stringer, E. T., Christensen, L. M., & Baldwin, S. C. (2010). *Integrating teaching, learning, and action research: Enhancing instruction in the K-classroom*. USA: SAGE Publication, Inc.
- Taylor, L. & Parsons, J. (2011). Improving student engagement. *Current Issues in Education*, 14(1). Retrieved from <http://cie.asu.edu/>
- Ur, P. (2009). *A course in language teaching: Practice and theory*. Cambridge: Cambridge.