

Teacher And Students' Perception Towards The Use Of Speaking Board Games In Online English-Speaking Lesson In Senior High School

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Abstrak

Speaking board games is one of the strategies used in English learning process in order to improve students' speaking skills, however, during the coronavirus disease (COVID 19), these speaking board games were applied using online classroom. In learning process, the used speaking board games in online classroom, the teacher can apply speaking board games strategies to improve students' speaking skills. This research aims to know the teacher and students' perception in English learning the use speaking board games in online classroom. This research used a qualitative descriptive, the conducted in-dept interview with the teacher and four students. The results of this research show a positive response when using speaking board games strategy in online classroom. In applying the speaking board games strategy in online classroom, the teacher and 4 students get the benefits. The teacher has the advantage of increasing student creativity. Furthermore, the students also get the benefit of helping to improve their speaking skills, get to learn via the internet, and get a new knowledge. However, the teacher and students also experience some difficulties when used speaking board games strategy in online classroom. The concern experienced by the teacher is internet connection, and it is difficult to control students, students' understanding. In addition, students' difficulties include internet connection, knowledge of technology, and student preparation.

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1. INTRODUCTION

The use of English in the global community has been unavoidable for any non-speaking countries, including Indonesia. English has been widely demanded for both oral and written transnational communication, which requires people to acquire all language skills in this language. Speaking skill is one among others that has to be developed to support oral communication. Therefore, schools should provide opportunities for students to be exposed optimally in order to allow them to reach certain level of English proficiency. Therefore, all materials, methods, approaches, techniques, and activities of the learning should encourage and support the students in using English as a means of communication. For instance, as an approach, Communicative Language Teaching (CLT) provides various communicative activities in English language teaching. In reality, however, the activities of learning are the traditional models, such as reading aloud dialogues/monologues from a written transcript, reciting texts, or doing some written exercises.

English has been taught in some levels of education in Indonesia, including elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization era. Brumfit (2001:35) says that as a global language, English is used in many things we find in our daily life and in many kinds of modern technology, such as mobile phones, computers, social media/networks, electronic machines, transportation, banking, even used in many labels of typical substance or materials. Other impact of English as a global language is the English mastery in new employees' recruitment. English mastery in any kinds of language skills is very important consideration for companies in the recruitment of new employees. High level of English mastery means more easily and widely high access of

information. As a result, many students join an English course which is usually held by private institution, because they feel that their learning English in the formal school is not adequate to achieve a higher level of English mastery.

Unfortunately, in formal education, listening and speaking skills get less proportion in the English teaching and learning. The teachers too often give their most attention to reading and writing skills. Some teachers assume that giving the students writing/reading tasks makes them more settled and more quiet and seems to get a better and more effective condition of teaching-learning process rather than giving them speaking tasks which usually seems to make the class very noisy. In addition, the English examination in formal education gives too much proportion in reading- writing test. There is rarely speaking test or oral production test. Consequently, the students assume that listening and speaking are not very important to study.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate. Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation (Richards, 2008).

Before the pandemic, especially speaking, there was not enough attention to improve speaking skills of the students'. During a pandemic where the teaching and learning process uses online, speaking lessons are increasingly getting new challenges. This research wants to see comprehensively the adaptation of strategies and techniques carried out by the teacher to ensure that the teaching and learning process of speaking skills by online. The first communication with the teacher, information was obtained that the teacher would apply a technique called speaking board games which she usually did in offline learning. Then, this study is planned to investigate the application of these techniques online from the point of view of the teacher and student.

2. RESEARCH METHOD

Research Design

This research was design as qualitative study to answer two research questions about teacher and students' perceptions on the use of speaking board games. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell 2009). Hence, all process was implemented by following a guideline of descriptive reports.

Setting of the Research

Setting of Place

The researcher conducted the research in SMA N 1 Ambalawi which is located in Nipa (Bima area). The school has some classrooms, an office, a library, a headmaster room, a counseling room, a basketball court, a science laboratory, a multi-purpose hall, a school organization office, a clinic room, storage, a praying room, a canteen, toilets and a multimedia room. There were also parking areas, for teachers and students.

The school has 16 classrooms which are 5 classrooms for grade X, 5 classrooms for grade XI, and 6 classrooms for grade XII. Every classroom has a white board, a cupboard, some fans, some lamps, some windows, a door, and some tables and chairs based on the number of the students. This research was designed for class XI IPA I in which there are 30 students. Class XI IPA I has 8 male students and 22 female students.

They are in various level of economy, but most of them are in medium level of economy. In the English lesson, many students kept silent. They were reluctant to speak or to answer the teacher's question. There was no student who was hyperactive or trouble maker or disturbing others, but sometimes there were some students who did not pay attention to the teacher very well.

Setting of Time

The time to conduct the research would be in the effective time of teaching and learning in school. It would be in the academic year of 2019/2020 in the second semester.

Subjects of the Research

The subject selection uses a purposive sampling technique with refer to the subject criteria as follows:

Teacher Subject

The teacher subjects of this research were three selected based on categories as follows: Teaching in grade XI at SMA N 1 Ambalawi Kabupaten Bima, socially connected to the researcher, experienced teacher not less then ten years.

Student Subjects

Student subjects of this research were four selected Grade XI students based on categories. The categories were gender (male & female) and previous learning achievement (high & low). The following were steps on how researcher chose subjects of the study: Communicating with the teacher about categories of student subjects, taking four names of recommended students.

Types of the Data

Data of this research were in the form of utterances of the subjects recorded by the researcher in the interview sheet and tape recorded using smart phone.

Data Collecting Techniques

This study collected data by applying in-depth interview to five subjects the research has technique is interview.

Teacher’s perception toward the implementation of speaking board games in online classroom related to students’ speaking skills.

The data to answer the first subject of research question was collected through a phone interview session, which took twenty minutes. In the interview session, the researcher delivered eleven questions covering six aspects. Those six aspects were; the applicability, adversity (teacher & students), students classroom engagement, benefit in terms of all component all speaking skills, preference (offline, online), students response. The data from the interview are attached as appendix (see appendix).

Students’ perception toward the implementation of speaking board games in online classroom related to students’ speaking skills.

The data to answer the second subject of research question was collected through a phone interview session, which took 1 hour. In the interview section, each the students’ consist eight questions and the questions are divided into three aspects. Those are; like and dislike, the challenges, and the benefit. The researcher conducted interviewed with the students’ in online classroom. The data from the interview are attached as appendix (see appendix).

Instruments

No	Aspects of investigation	Keywords of teacher’s response
1	Applicability	Can be applicable
2	Adversity (teacher & student)	a. The teacher’s hard to control the students b. Internet connection c. Misunderstanding

		d. Lack of confidence to speak English
3	Students' classroom engagement	a. New application b. New experience c. Study while playing
4	Benefit in term of all component all speaking skills	a. Found the new b. Be a confidence c. Daily activities use speaking English
5	Preference (online or offline)	a. The teacher and the students prefer learning used of applicable offline classroom
6	Students' response	a. Positive response b. The students' active engagement c. Not bored

This instruments has used the interview guideline to gain the research question about the teacher and students perception that adapted from Chun Miu's theory. There are four students and a teacher of English Class academic year 2019 - 2020 at SMA N 1 Ambalawi, were interviewed by open-ended question. It consists of eight questions to the students and eleventh questions for the teacher . The question is about the applying speaking board games in online classroom, including challenge, like and dislike, process, and benefit of using speaking board games in online classroom. Moreover, the researcher also used an audio recorder and field note to write important information from the teacher and students. (*see appendix*).

Data Analysis Techniques

The data analysis technique of the research is based on Miles, Huberman, and Saldana (2014): condensation, data display, and drawing conclusions and verifying. There two different sources of data to answer two research questions, from the teacher and students. The analysis of both data was conducted separately, data condensation, data display, drawing conclusions and verifying.

Teacher's Perception

Data Condensation

To answer the first research question, data were collected through a teacher interview session via telephone which took twenty minutes. In the interview session, eleven questions were delivered, which covered applicability, teacher's adversity, students' adversity, students' classroom engagement, benefits to pronunciation, benefits to vocabulary, benefits to grammar, benefits to speaking fluency, general benefits, preference, students' response. After questioning these aspects, the researcher simplified them into six aspects, namely applicability, adversity (teacher and student), student classroom engagement, benefits in terms of all competent all speaking skills, preference (offline or online), students' response. Data from this activity is displayed in the next section.

Data Display

3. RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this chapter, the findings are described based on the research questions of this study. The research questions are what are the teachers' and students' perceptions of the used of Speaking Board Games (SBG) to improve speaking skills of students grade IX at SMA N 1 Ambalawi?. To obtain the data related to the detailed explanation about the perception of the used of speaking board games to improve speaking skills of students, this research interviewed use call phone to the teacher who teach in speaking English class. The type of interview is open-ended question. For four students have eight the same questions. The findings of this research are explained descriptively as follows.

Teacher's perception toward the use of SBG

This study reveals several substances dealing with the first research question. Formulated question is, "What is the teacher's perception toward the implementation of speaking board games in online classroom related to students' speaking skills?" Results of data analysis show the following points, as follows:

SBG is applicable in online speaking course using by google meet room process. To implement the SBG strategy in online classroom, the teacher's share SBG learning media via Whatsapp so that the SBG implementation runs smoothly.

There are several adversities that occur from both side (student and teacher). For the teacher, she admits difficulty to control her students during the online course for their learning attitude, such as noise, delayed response, and technical issues. Meanwhile, students encounter problems, such as bad internet connection, misunderstanding teacher's interaction, and low confidence that restrict them to engage optimally.

Limited students' engagement is due to the fact that they never know before how to use the online classroom platform. However, they enjoy the learning process because they can learn while playing.

In general, based on teachers' perceptions of using SBG in online classroom, the researcher saw an increase. It is illustrated that when they answer the question during the teaching and learning process, the students feel confidence although their English is not good as native speaker, but the students can English speaking for daily conversation.

The teacher and the students prefer learning use offline classroom, although this strategy can be applied in online classrooms. The teacher feels not maximal to guide and educate of using this strategy course, because there are several technical obstacles such as bad internet connection, and in this environment, there are areas that have not been touched by the internet network, so students must look for a location with a strong signal.

Based on the teacher perception of the students' response. By using this strategy in online classroom, the students' show that joyful and never absent in attendant list. The students like it this strategy because the students can be learned while play, and then support the students to improved speaking skills.

Therefore, according to the teacher, there are six aspects of SBG implementation that she considers, including applicability, adversity (teacher and students), students, classroom engagement, benefit in term of all components of all speaking skills, preference (online or offline), students' response. This strategy can be applied in online classroom, although there is problem with internet connection.

Students' perception toward the use of SBG

Like and dislike

The results of data analysis show that when using SBG in online classroom, all students like, feel interesting, feel very happy, increase knowledge, can learn while playing, feel enjoy, and have fun. By using this strategy, the students can also learn through the google meet room and it is part of their new experience.

Challenges

Based on the results of data analysis, it can be concluded that the challenges of using speaking board games in online classroom are internet connection, technology knowledge, and student

readiness. In addition, each student has a way to challenges solved of using speaking board games strategy in online classroom. For example, looking for a place or provider that has a strong internet connection, learning how to interact from google translate, asking again what the teacher instructed, many practices speaking in front of a camera or mirror, having intention, being patient, and working hard in using speaking board games online classroom.

Process

Among four students, there was only one who mentioned the benefit in terms of process. Male-high student said that during learning using SBG, the teacher gave clear explanation and instruction to the class. This he considered as benefit for the class. Meanwhile, the other three students did not mention anything about the process.

Benefits

Four student subjects admitted that the use of SBG facilitated them in learning English speaking through online classroom. They convinced that their speaking skills were improved during the implementation of this strategy. By using this strategy, they mention some improvement as benefits, including pronunciation, vocabulary, grammar, and fluency. As a result, they believed that all the benefits contributed to their confidence in using English. Moreover, psychologically, the use of SBG had make them to experience joyful and fun learning activities.

Discussion

In class online via internet connection can be applied which is supported by the Iris blog theory, the results of the teacher interview by phone show that the students are very active and communicative in responding to learning process of using SBG.

Based on Brown (2001) be a good speaking skill, there were four aspects pronunciation, fluency, vocabulary, and accuracy. According to the Longman dictionary (2000) pronunciation is the way a certain sound or sounds are produced. By using the SBG strategy, the students can be improved their ability to pronounce well.

on the vocabulary aspect, students find a lot of new vocabulary so that it increases to their vocabulary, especially by using this strategy students can also learn through online applications, which to improved their English skills. Based on Longman Dictionary (2002), vocabulary is a set of lexemes, consisting of single words, compound words, and idioms that are typically used when talking something. On the aspect of fluency in English, by using this strategy, the students had been confidence even though their pronunciation is not perfect like a native speaker.

4. CONCLUSION

There is one point that can be concluded from this research as follows:

Teacher and students' perception towards the use of speaking board games in online classroom.

Firstly, teacher's perception, when using of Speaking Board Games (SBG) in online classroom, has a positive response. Teacher's perception the used of SBG is divided into six aspects are applicability, adversity (teacher and students), students, classroom engagement, benefit in term of all components of all speaking skills, preference (online or offline), students' response. The result of six aspects, the researcher concluded that the used of SBG in online classroom can be applied, although there is problem with internet connection and technical issues.

Second, students' perception, four student subjects admitted that the use of SBG facilitated them in learning English speaking through online classroom. They convinced that their speaking skills were improved during the implementation of this strategy. By using this strategy, they mention some improvement as benefits, including pronunciation, vocabulary, grammar, and fluency. As a result, they believed that all the benefits contributed to their confidence in using English. Moreover, psychologically, the use of SBG had make them to experience joyful and fun learning activities.

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