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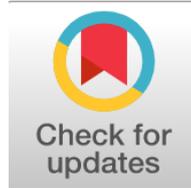
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Board Game: Does it Boost Students' English Daily Activity Expression Mastery? Permainan Papan: Apakah Permainan Papan Dapat meningkatkan Kemampuan Siswa dalam Mengekspresikan Aktivitas Sehari-hari dalam Bahasa Inggris?

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Abstract

This study aims to determine the effect of using board game in improving seventh-grade students' English daily activity expression comprehension using the simple present tense. Many students' experience difficulties in expressing daily activy in English, because of their limited vocabulary, lack of fluency in speaking, and low of self-confidence when constructing sentences.To overcome these issues, a pre-experimental design with a one-group pre-test and post-test was applied. The research involved 23 seventh-grade students from a junior high school in Sidoarjo. The procedure included administering a pre-test, delivering three sessions of treatment using a board game, and conducting a post-test. Students' proficiency in vocabulary, grammar, understanding, fluency, and pronunciation were evaluated using the tests to measure their comprehension regarding the daily activity expression. The data were analyzed using the Wilcoxon Signed Rank Test in SPSS. The results showed a significant increase in students' speaking scores from a mean of 67 in the pre-test to 81 in the post-test, with a significance value of 0.000, indicating the rejection of the null hypothesis. These findings suggest that board game has an impact in enhancing students' English daily activity expression mastery. Besides improving students' speaking skills, board game also creates a fun, relaxed atmosphere that motivates students to speak more confidently. Thus, board games can be considered a useful in teaching English expressions, especially in describing daily activity.

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Introduction

English has become a very important necessity in cross-national communication, so that people need to master all English skills to be able to interact effectively with others around the world. Among those skills, speaking ability is one of the most important ones to support oral communication. Therefore, schools need to provide the best opportunities for students to achieve a certain level of English proficiency .

Daily activities are the regular activities that people do on a daily basis, such working, studying, cleaning the house, or interacting with others. In order to sustain social connections and productivity in daily life, these activities are crucial. In carrying out daily tasks, communication is essential since people frequently need to engage with others in order to exchange information, voice opinions, give and receive orders, or just keep up relationships. Face-to-face interaction is the primary method of communication, whether in the community, at school, or at home. Because of this, communication is essential to daily life and helps many daily tasks run smoothly and effectively

The skill of speaking clearly and confidently is an essential ingredient to capturing and audience's attention and becoming a successful speaker. This ability not only support a professional career but also enhances personal life, bringing about all-around growth. Speaking, as an important form of communication, helps boost self-confidence, making one look attractive and in control front of an audience .

According to Ariani , implementing daily activities is one efficient method for building confidence in language learners. In addition to giving students the chance to use the language in context, regular practice also helps them become less sensitive to the nervousness that comes with speaking. Engaging in activities like role-playing, group debates, and pair chats can foster a positive environment where students can practice their skills without worrying about making mistakes.

A board game is a kind of strategy game in which players move components on a board. In certain cases, rolling dice are used, as in board or chess. Players advance along the board's squares after rolling the dice in this game. Teachers can use board games to teach the students for speaking fluently and as an organized language practice tool by writing different instructions on each square. Board games can also aid in the development of social skills like listening, speaking, following rules, and more. Additionally, they help in the development of critical learning skills like reading, counting, and the recognition of colors and shapes—all of which are components of the learning process .

Board game is a valuable tool for practicing concepts, principles, and models discussed during the process of learning. Designed to be engaging, the game actively involves the participants through case study cards, requiring them to solve problems and make decisions . Board game is effective for increasing students' interest and focus by creating fun learning atmosphere. They encourage foreign language practice and provide a meaningful learning experience benefiting both teachers and students .

The use of games in teaching can create communicative activities as well being an effective tool in language learning. Based on this statement, games can be considered as an appropriate strategy for teaching student's, especially in teaching speaking skills. Game-based learning is a method in which teacher utilizes games as learning media to help students understand the material more easily and enjoyably. This strategy not only increases learning interest, but also supports the natural development of student's communication skills .

From the classification, board game is an effective and fun learning media to encourage students to speak up in class. Besides being entertaining, board game creates an interactive learning atmosphere and helps reduce students' anxiety. The research shows that board games increase students' self-confidence, support natural interaction and develop their speaking skills effectively. In addition, board games build students confidence while encouraging them to communicate actively and cooperate effectively . Board game is engaging for students and it is different from regular speaking lessons in the classroom. The game makes the learning atmosphere more fun and relaxed. A comfortable and environment is essential for students to be more confident when speaking. This kind of atmosphere can reduce anxiety and increase their motivation to learn .

Board game can serve as an effective learning device to increase students' interest in learning. With a playful approach, board games can help students stay focused without feeling pressured or forced to learn. In addition, the game is a useful device for teachers to create an interactive learning atmosphere, while providing a more interesting and meaningful learning experience for the students . Board games are one of the most frequently used tools in language teaching. These are defined as activities that are entertaining, engaging and challenging, play on a board, and require social interaction to achieve the goals of the game. Because it is designed as a social activity, board game provides challenges that are difficult to achieve by playing alone. Through board games, players can playfully improve their counting, speaking, and strategizing skills effectively .

According to the explanation, board games have the potential to help students with their English language development, particularly with speaking. Relating to the present study which was conducted in one of private junior high schools in Sidoarjo, East Java, Indonesia, English daily activity expression became the main problem for the seventh grade students. To overcome the challenge, the board game method was applied in English teaching with the aim of helping students develop their speaking fluency. In addition, the use of board game also aims to increase students' English daily activity expression comprehension. Through this method, students can practice their English daily activity expression, enrich their vocabulary, and build confidence in using English in a more relaxed and fun atmosphere. Based on these problems, this research

conducted by focusing on the question: *Does board game affect the seventh grade students' mastery of daily activity expression in English?*

Method

A. Research Design

This research design was conducted by observing one class that was given special treatment to achieve maximum change. This study aims to test the effect of using board game in improving students' English daily activity expression comprehension in English, particularly through simple present tense material. The main focus of this study is to measure students' English daily activity expression comprehension by comparing the results before and after the implementation of learning using the board game. This research was conducted at a junior high school, with 23 seventh-grade students as the sample from the school students' population. The learning process was carried out in three meeting sessions, including a pre-test, treatment, and post-test.

B. Research Instrument

The study used speaking tests as the tool to collect data from each student. The main objective of this research was to determine whether the board game has an impact in improving students' comprehension in English daily activity expression. Through this game, students were challenged to express the sentence in the present simple tense form, related to daily activities. The research process was conducted with a pre- test to measure students' skill before using the board game as a learning tool to help them improve their English daily activity expression comprehension. In the final stage, a post-test was conducted to evaluate whether the use of the board game method resulted in a significant improvement in their English daily activity expression comprehension. In the tests, students were asked to make sentence and describing their daily activity expression and then present it in front of the class without reading the text using the present simple tense.

C. Data Collection

To collect the data, the research began with a pre-test before the treatment was given. At this stage, students were asked to choose a topic related to daily activity expression using the simple present tense. The researchers gave the students 10 minutes to prepare a description of their daily activity expression. After the preparation time ended, the students were asked to present the topic they had chosen in front of the class without reading from a text or using notes. The assessment process was carried out by the researchers and the teacher to obtain objective and reliable results.

After conducting the pre-test, the researchers applied the treatment using board game as a learning method. This treatment was carried out in several stages. Before starting, the researchers first explained the board game that would be used. The researchers then presented material on the simple present tense to the students. The students were also taught how to compose sentence on the topics of daily activity expression using the simple present tense correctly. Additionally, the researchers provided instruction on effective speaking techniques to help students explain activities clearly and fluently. After understanding the material, students were asked to come to the front to play the board game. In the game, students first rolled the dice, then moved their pieces according to the number that appears. The piece would stop on a specific topic square. Students were then asked to make a sentence based on the topic they received and present the sentence in front of the class.

After the treatment was completed, the researchers continued by providing post-tests to the students. They were asked to make sentence using the present simple tense to describe their daily activity expression. Then, they were asked to present their sentence in front of the class without using the text. As with the pre-test, the assessment process was carried out by the researchers and teachers. Finally, the results of the initial and final tests were analyzed to determine the differences and improvements in the students' English daily activity expression mastery before and after the treatment.

D. Data Analysis

The researchers collected data through tests given to seventh-grade students' at a junior high school. The data obtained from the tests were analyzed quantitatively. The data collection instruments consisted of pre-tests and post-tests aimed at measuring students' scores before and after the treatment. After the data was collected, the researchers analyzed it to draw the research conclusion by comparing changes in students' scores between the pre-test and post-test in a descriptive and comparative manner. The purpose of this analysis was to determine whether there were significant differences between the pre-test and post-test results of seventh-grade students' mastery of English daily activities expression. In this research, the researchers used the Wilcoxon Signed Rank Test and SPSS.

The variables evaluated in the speaking tests included grammar, vocabulary, comprehension, fluency, and pronunciation. The speaking test was conducted in two stages. First, students created simple present tense sentences based on determined theme. Then, students described the text in front of the class without using the text. The following table is the scoring rubric adapted from Brown

Aspect	Score	Criteria
Grammar	5	The grammar used is correct and easy to understand.

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