

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Games can help the teachers to create contexts in which the language is useful and meaningful. One game that can be used is board game. Board game is a type of game where one of the components is a square sheet such as a board whose material can vary, but generally of thick cardboard.

Board games have been played in many cultures and societies throughout history. Some of them even preceded the development of literacy in the early days of civilization. A number of important historical sites, artifacts and determined documents show board games in the early days.

The development of board games is very significant in all aspects and components. Starting from a variety of game stories, game themes, varied mechanics to aesthetics are the distinguishing elements of each board game.

From 1990 until now, there have been at least 7 board games from abroad with the theme of Indonesia, but none were made by Indonesians. The contents of the game itself are arguably not much to tell about Indonesia other than just for visual reference. Here homeland game designers should be able to emerge and tell Indonesia through exciting board games than those who were not even born in Indonesia.

Now in Indonesia has become a trend, various board game titles are

designed more than just a successful entertainment media to open the market in Indonesia. Various government and private institutions from various fields also began to see this potential and began to be willing to explore the potential of the game to be able to support their activities.

This also seems to be true in the international market, a variety of board games with approaches more than just entertainment media get a very significant response.

Board game can be the media that will give many advantages for teacher and the students either. Carly (2010) states the advantages of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are:

1. They are motivating and challenging.
2. Learning a language requires a great deal of effort.
3. Board game helps students to make and sustain the effort of learning.
4. Board game provides language practice in the various skills-speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.
7. Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

8. Board games usually involve friendly competition and they keep students interested in learning the language.

According to Chang and Cogswel, there are other benefits of board games: 1) Meaning is primary; 2) There is communication problem of some type to solve; 3) The activity has some relationship to real-world activities; 4) Task completion is usually required; and 5) Task performance can be assessed in terms of the outcome.

In conclusion, board game has so many advantages for teacher and the students. For example, a shy student can participate positively and with board game, the students have motivation to want to learn English by using interesting and enjoyable learning activities.

Based on the result of using T-test formula, it can be interpreted that from the result of the analysis of the research, it is proven that the students' score of speaking after taught by using board games is better than before taught by board games. It can be seen from the score of  $t_o$  is higher than  $t_{table}$ . From the result of statistical calculation, it can be seen that the value of  $t_o$  or  $t_{test}$  is 7.418 and the degree of freedom ( $df$ ) was 78. The value of  $t$  in the degree of freedom of 78 and at the degree of significance 1% or  $t_{table}$  of  $df$  78  $\alpha=0.01$  with  $t(1-1/2\alpha)$  or  $t_{(0,995)}$  is 2,640.

The result showed that t-test ( $t_o$ ) > t-table ( $t_t$ ) ( $7.418 > 2.640$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. So the writer concluded that using board game is effective towards students' speaking skill.

## **B. Suggestion**

Based on the writer's research and observation, she assumes that using communicative games like board game is appropriate and applicable in teaching speaking English to a foreign language learner. Therefore, she suggests that the English teacher should make a creative and effective method in teaching speaking. She also suggests that the teacher can try to use the board game as a proper technique for classroom activities in speaking English especially.

By using board games, it can make the students be more confident to use English in their activities, be easier in understanding a new language, and be more interactive each other in the classroom. The success in teaching doesn't depend on the lesson program only, but more importantly is how the teacher can present the lesson and use various techniques to manage the class more lively and enjoyable. Being aware that speaking is important in global communication, the students should be trained to be confident to speak up their ideas in English fluently and understandable to reach communicative classroom activities.