INTEGRATING BOARD GAMES AND PROBLEM BASED LEARNING IN TEACHING SPEAKING SKILL

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree in English Language
Education

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ABSTRACT

Title : Integrating Board Game and Problem Based Learning in Teaching Speaking Skill

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This study is aims to explain the implementation of integrating board games and problem based learning in teaching speaking skill and to describe student's response of using board games and problem based learning strategy. The study employed used a qualitative method and descriptive research design. The research participants were 20 students of the 7th grade and an English teacher at Nasima junior high school Semarang. There were 10 students got interviews and observation. Data analysis technique applied data reduction, data display and drawing or verification. The results of the study show that implementation of board games and problem based learning make easy teacher convey the material in fun ways make students are more comprehend and active speaking during the class. Students response during the class more enthusiastic and meaningful in speaking English in class. The implications are students can enrich their speaking skill in the discussion and teacher asked them speaking naturally during discussion furthermore they are recommended and can be one of good options in teaching speaking skill.

Keywords: *Board Games, Problem Based Learning, Teaching Speaking* **.**

MOTTO

Surah Yusuf verse : 87

يَا بَنِيَّ اذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَأَخِيهِ وَلَا تَيْأَسُوا مِنْ رَوْحِ اللَّهِ ۖ إِنَّهُ لَا يَيْأَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ

"O my sons! Go you and enquire about Yusuf (Joseph) and his brother, and never give up hope of Allah's Mercy. Certainly no one despairs of Allah's Mercy, except the people who disbelieve."

"The possibility of all those possibilities being possible is just another possibility that can possibly happen "[1]

~ Mark Lee ~

[1] https://www.redbubble.com/i/notebook/Mark-Lee-Possibility-Quote-by-Meah-Liv/44566878.WX3NH

DEDICATION

In the name of Allah SWT, the beneficent and merciful Lord of the world. *Shalawat* and salutation may always be deliverd to Prophet Muhammad until the end. No writing project is successful without the patience and prayer of everyone. So, it is not enough if just to write their name on this thesis. Therefore, I dedicate this thesis to :

My beloved campus , UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.

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ميحرلا نمحرلا الله مسب

Alhamdulillahirobbil'alamin, all praises to be Allah SWT. Forall blessings and mercies so the researcher was able to finish this thesis entitled " Integrating Board Games and Problem Based Learning in Teaching Speaking Skill."

Prayers and greetings always be bestowed on our lord the great prophet Muhammad SAW. His family, friends and the ummah by expecting His intercession. This thesis was basically compiled to fulfil the requirments to obtain a Bachelor of English degree at the Education and Teacher Training Faculty Walisongo State Islamic University of Semarang. In this process of compiling the research, the researcher received assistance, guidance, and motivation from various parties, therefore the researcher would like to thank all those who have helped the researcher, so that this work could be a reality. Forthis reason, allow the author to deliver many thanks to the honourable ones:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education.
3. Dr. Hj. Siti Mariam, M.Pd. as the advisor who always gives me her valuable guidance
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8. All of my friends from English Education Department 2018, especially my classmates of PBI C 2018.

The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis can be useful for other researcher in particular and readers.

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CHAPTER I

INTRODUCTION

This chapter describes the background of research, research question, research objective, pedagogical significance, and limitations of the study .

A. Background of The Study

Considering games as fun and attractive media in teaching, board games can be one of learning media in teaching speaking skill. How well students express their opinion or thought, it effected in their ability in speaking. This study concern in integrating board games and PBL (problem based learning) in teaching speaking skill to students in junior high school.

The role of oral skills is to articulate an idea, feelings, and ideas that are spontaneously expressed through spoken language. Listening and speaking abilities are inextricably linked. Students must listen first and then speak in oral English since oral English is not just about knowing and recalling written words, but also about spontaneously expressing students' ideas vocally.

Furthermore, international activities such as forums, seminars, conferences, and contests on political, economic,

technological, commercial, social, and cultural problems are increasingly held in English. It has been frequently said that the number of non-native English speakers now far outnumbers native speakers of the language, and that the time has come to legitimate non-native users' roles as an agents in the evolution and spread of the English language.[2]

Students prefer to use their native language at home and at school. They seldom get the opportunity to speak English since people in their surroundings interact with them in their native language. The majority of students are only exposed to English at school. Furthermore, teacher-centered speaking classes and students' passive learning attitudes lead to low speaking ability. In a teacher-centered classroom, students passively absorb their teacher's linguistic expertise without having the opportunity to practice their speech. Teachers should abandon traditional teaching approaches in favor of more communicative activities that allow students to speak English. Over the last decade, game-based learning as a wide category has made considerable progress, emerging as a

[2] Barry Lee Reynolds and Melissa H. Yu, 'Addressing the Language Needs of Administrative Staff in Taiwan's Internationalised Higher Education: Call for an English as a Lingua Franca Curriculum to Increase Communicative Competence and Willingness to Communicate', *Language and Education*, 32.2 (2018), 147–66 <https://doi.org/10.1080/09500782.2017.1405017>.

potent instructional tool that favourably improves K-12 students' learning. Several empirical studies examining the effects of game use in a variety of areas, including mathematics, physics, language, geography, and computer science, demonstrate good results in terms of student motivation and learning efficacy. When compared to traditional training, game play has a good influence on brain activity, enhancing retention and motivating players toward more effective cognition. Because games are goal-oriented, they frequently raise motivation and give chances for trial and error, which help kids build problem-solving and critical-thinking abilities. While digital gaming continues to be popular, board games are making a comeback. Board game sales are increasing for a variety of firms; for example, Hasbro, which produces 60 distinct board games, reported a 20 percent growth in 2013.[3]

Levin (2001) State that, PBL is defined as a "teaching style that pushes students to apply critical thinking, problem-solving abilities, and topic understanding to real-world problems and situations." Problem-based learning (PBL) is offered as an option for bridging the gap between university

[3] Andrew J Hunsucker, 'Board Games as a Platform For Collaborative Learning', Meaningful Play 2016 Conference, October, 2016, 1–31

academic work and real-life field experience for students in teacher preparation programs. [4]

The PBL curriculum is made up of a sequence of issues. Connection relates to the learners' ability to successfully retrieve information to address difficulties. In terms of the PBL processing component, learners should be guided to grasp the problem by finding relevant information. Following that, learners should be able to reason by analysing information, developing and testing solutions to problems, and putting their knowledge in practice rather than merely memorizing it. Finally, learners should be able to reflect on the knowledge they have built during the problem-solving process. They should be able to organize their knowledge based logically and theoretically. In the teaching and learning process, the involvement can be modified to fit a new learning activity. Teachers and students take risks in utilizing language to build meaning and communicate emerging knowledge in order to form these sorts of classroom communities. In essence, PBL supports for the actual, practical, and tangible manipulation of real-life circumstances, with the goal of instilling personal attributes in learners, such as the capacity

[4] Chin Wen Chien, 'Influence of Problem-Based Learning (PBL) on Taiwanese Elementary School Pre-Service English Teachers' *Pedagogical Content Knowledge', Education* 3-13, 48.5 (2020), 550–64.

to think critically throughout learning activities while solving issues. PBL in the classroom requires learners to assess their own learning requirements and difficulties depending on the problem they meet, evoking a learner-centered classroom aspect.[5]

Considering the role of using speaking board games has the ability to increase student involvement while playing the game, ensuring that everyone has an equal opportunity to speak. Others described board games as a match played by two or more players with a preset set of rules that limit the number of spots and each player's moves, which are commonly accomplished with dice.[6] A speaking Board Game is what the writer intends to employ. The Board Game is made up of 11 or more different speaking subject boards.

Due to various problems with the teachingand learning speaking skill and also many studies have been conducted about the model. The researcher intends to conduct research to explain students opinions about the application and also whether or not the students speaking skills can be enhanced

[5] Mots'elisi Lilian Malebese and Moeketsi Freddie Tlali, 'Teaching of English First Additional Language in Rural Learning Environments: A Case for Problem-Based Learning', *International Journal of Inclusive Education*, 24.14 (2020), 1540–51

[6] Fernand Gobet, Jean Retschitzki, and Alex de Voogt, *Moves in Mind:* The Psychology of Board Games (Psychology Press, 2004).

through board games and project-based learning. Therefore, to fill the gap in this study, this study aims to describe how the responses Seventh grade of Nasima Islamic Junior High School. In the academic year of 2022/2023 under the title *" Integrating Board Games and Problem Based Learning in Teaching Speaking Skill"*

B. Research Questions

The problem that is going to be discussed in this research can be stated as follows:

1. How is the implementation of integrating board games and problem based learning in teaching speaking skill?
2. How are students responses of applying board games and problem based learning for practice speaking skill?

C. Objective of The Study

Based on the research question above, the objective of the study can be state as follows:

1. To explain the implementation of integrating board games and problem based learning in teaching speaking skill.
2. To describe students responses of applying integrating Board games and problem based learning in teaching speaking skill.

D. Limitation of The Research

This research is limited in order to maintain the focus of the research itself. The limitations of this study are:

1. The participants of this research are students of of Nasima Islamic Junior High School at the seventh grade.
2. This research discusses the implementation of integrating board games and problem based learning in teaching speaking skills.
3. This research discusses the students' responds of applying integrating Board games and problem based learning in teaching speaking skill.

E. Significance of The Research

The researcher hopes that the results of this research give brief information and contribution theoretically and practically as follows:

1. Theoretically
    a. The results of this research can be used as a reference for the next researchers.
    b. The results of this research can be advantageous in the English teaching-learning process.
2. Practically
    a. For the students

The researcher hopes this research will motivate students to study more than they did before and encourage them to learn English speaking in good ways by board games .

b. For the teachers

The researcher hopes the results of this study will be useful as a reflection to enhance and develop their method in teaching students through board games collaborated with problem based learning.

c. For the next researchers

Hopefully, this study will give some valuable and benefits for the next researchers and make this study more perfect than before. The researcher hopes it will be useful as a reference for the next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research related to the research, literature review, conceptual framework the research.

A. Previous Research

Some relevant previous researches used to support the research, they are:

First, a study was conducted by Hoang Yen Phuong, Thao Nguyen Pham Nguyen, which aims at investigate the impact of board games on EFL learners' grammar recall and their attitudes regarding the use of board games in grammar classes The study, which used an experimental research methodology and fifty adult Vietnamese EFL learners, discovered that board games had a substantial influence on EFL learners' grammar retention and that learners had good attitudes regarding the usage of board games in grammar sessions. The study was conducted at English center in Vietnam. The approach used was a questionnaire for the experimental group, as well as a grammar pretest and posttest for both the control and experimental groups. The population was the fifty adult Vietnamese EFL learners. The result showed that board games had a considerable impact on EFL learners' grammar comprehension, and students had favorable

opinions regarding the usage of board games in grammar sessions. The current study's findings supported the assumption that games improve learners' acquisition of foreign languages. Thus, these findings give some insight on what EFL teachers should do in their grammar sessions and dispel some people's concerns that games may do more damage than good to EFL learners. Despite the fact that the session was brief, board games helped students remember their grammatical skills. Meanwhile, the study also reveals the weaknesses board games on EFL learners' grammar retention the participants was very small. The difference is in the majors of the participants, where the research above used the students of law, education, economics, business, social studies, and engineering, while this research uses EFL students in junior high school. The similarity between the research above and this research are using board games as the learning media.[7]

Second, a study conducted by Catherine Hui Tiing Wong and Melor Md Yunus , which aims Students' perspectives on the usage of board games in learning and speaking, as well as the use of board games in developing their speaking ability. The research was conducted at

[7] Sheeba Sardar Ali, 'Problem Based Learning: A Student-Centered Approach', *English Language Teaching*, 12.5 (2019), 73.

systematically based on the PRISMA statement's recommendations (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The population was 128 studies from Google Scholar, 42 studies from ERIC and 55 studies from SAGE Journals . The research designs were the qualitative and quantitative research design. The result showed that students preferred board games because the enjoyable and relaxed gaming environment helped them to speak English without feeling inferior or afraid of making mistakes. Because board games varied from other speaking activities that forced students to learn English according to standards and tedious routines. They provided joyful learning and inspired students to talk.

Furthermore, students believed that board games improved their learning community growth because they had more social contacts with their peers and learnt about their peers' perspectives throughout the games. The research included in the systematic review also demonstrated that board games were effective instruments for improving students' speaking skills in terms of pronunciation, fluency, and grammar. The similarity between the research above and this research is emphasize speaking skill and used board games. The difference between the research above and this research is in the research approach, where the research above

used blended quantitative and qualitative approach, while this research uses qualitative approach.[8]

Third, a study conducted by Chung-yi Chao and Sa-hui Fan, which aims at identifying Using board games as icebreakers in English classes were not significantly lower students' general foreign language anxiety. The population was Forty-eight fifth-grade Taiwanese elementary students were asked to take part in the study and were placed into two equal-sized classes at random. The research design was a quasi-experimental study was conducted, reinforced by qualitative input, to investigate how Taiwanese primary students responded to board games as icebreakers in English classrooms, as well as how successfully the board games alleviated students' concerns, The researchers merged popular board games Halli Galli and Alles Tomate with English words and sentences from a Taiwanese EFL textbook. At the start of each English lesson, a 5-minute gaming time was established. The quantitative data was evaluated using the t-test (independent-sample and paired-sample) and descriptive statistics, whilst the qualitative data, feedback from participating students, and educator researcher's notebook

[8] Catherine Wong Hui Tiing and Melor Md Yunus, 'Board Games in Improving Pupils' Speaking Skills: *A Systematic Review', Sustainability* (Switzerland) 2021 .

studied using content analysis. The result showed that the quantitative analysis results were presented in four main parts, including assessments of in-group differences in both the experimental and control groups. In the experimental group, the ice-breaking board games were not successfully lower general anxiety about learning English. During the ten weeks of ice-breaking board games, however, the indicators of the three construct components of anxiety in both groups evolved in opposite directions. The experimental group's communication interception appeared to be modestly decreased, although test anxiety and worries of negative feedback appeared to grow little. On the other hand, the control group's test anxiety looked to be marginally reduced, although communication anxiety and worries of negative feedback appeared to be significantly elevated. Additionally board games may be extremely useful in spoken English training. More educational approaches incorporating board games into spoken English classrooms should be created to lessen learners' interaction fear. The similarity between the research above and this research are used EFL students as participants of the research. The difference is the research

above used mixed-method approach, while this research uses qualitative approach.[9]

Fourth, a study by Mots'elisi Lilian Malebese & Moeketsi Freddie Tlali , which aims at identifying by adopting problem-based learning, you may assist grade 4 students improve their performance in English First Additional Language (second language) on a long-term basis. The study was built on the foundations of a socially inclusive teaching strategy and used the concepts of participatory action research to collect data. Critical discourse analysis was critical for data analysis. It was discovered that project-based learning enabled learners to actively participate in their learning, resulting in improved performance in English First Additional Language. The research approach was the project adopted the principles of a Participatory Action Research (PAR) approach to data generation. PAR provides an option to scientific and traditional social research by shifting exploration away from a linear cause-and-effect viewpoint and toward a more participative framework that incorporates people's circumstances. PAR enables users to actively participate in the resolution of their own problem. Participants in this study

[9] Chung-yi Chao and Sa-hui Fan, 'The Effects of Integrating Board Games into Ice-Breaking Activities in a Fifth-Grade English Class to Reduce Students' Anxieties', *English Language Teaching*, 13 (2020), 40 .

were promoted and empowered to become co-researchers, allowing them to openly express their opinions. Instead of being passive, co-researchers become actively involved in the search for ideas and knowledge to direct their future activities with PAR. The population was a rural primary school, and 36 students from Grades 1–6 and one educator practicing multigrade teaching actively participated. The results of the study showed that these exercises was to foster active and critical learning through problem-based learning. Furthermore, PBL facilitates the integration of diverse learning areas by emphasizing teaching and learning that evolves from learners' tangible experiences. This integration of diverse learning domains corresponds to the complexity of knowledge reality and knowledge generation. Furthermore, students learnt to appreciate one another. The learners' growth in second language proficiency extends to conceptual learning, as evidenced by their capacity to think critically and rationally. The similarity between the research above and this research is used PBL as one of concern issue of both research. The difference is the research above the participants of

previous research English as first additional language while the new study English as Foreign language .[10]

Fifth, a study by Chin-Wen Chien, which aims at to examine into explores the influences of problem-based learning (PBL) on 21 elementary school preservice English teachers' pedagogical content knowledge (PCK) in a teacher education programme in a university in northern Taiwan. To get a stronger insight of the engagement of elementary school English teachers and university instructors as facilitators of pre-service teachers' professional growth through PBL. The population were 21 students enrolled in an Elementary School English Teaching

Materials and Methods class, an elective course under an elementary school teacher education program in northern Taiwan. The research designs were qualitatively analyzed, reflected upon, and contrasted. The results showed that participants as language teachers created up activities, organized and prepared material resources, guided primary school children in pair or group work, and observed their practice during the activities using the relevant context and

[10] Mots'elisi Lilian Malebese and Moeketsi Freddie Tlali, 'Teaching of English First Additional Language in Rural Learning Environments: A Case for Problem-Based Learning', *International Journal of Inclusive Education*, 24.14 (2020), 1540–51.

activity designs. PBL allows pre-service teachers to examine and explore real-world teaching challenges, apply newly gained information and abilities from the teacher education program to produce solutions, and get a greater grasp of the complexities of the language teaching profession.

PBL assists pre-service teachers in taking ownership of challenges and problems and recognizing the impact on their professional life. Furthermore, pre-service teachers who participate in PBL have a better knowledge of the link between theory and classroom practice, as well as becoming aware of challenges they may encounter in the future. The participants were aware of the necessity of relevant context in teaching and learning English through PBL. Language learners can create English by making sense of the phenomena and applying it in their daily lives. Participants in this study gained knowledge about English teaching through a variety of interactions with the instructor, three elementary school English instructors, their colleagues, and primary school kids. Participants' learning does not occur in isolation, but is influenced by the learning setting's context, culture, and tools. The similarity between the research above and this research used qualitative study. The difference in the participants,

previous research used pre service teacher in another hand my study use junior high school students.[11]

B. Theoretical Review

1. Game

a) Definition Games

A game is a natural way for children to understand their surroundings. As a result, it should be an integral element of their education, including the acquisition of other languages. *Language has enormous power, but it can also be a lot of fun. In reality, a sense of humor may enhance the power of words..... Language and play enhance and complement one another. A combination of the two results in language games.* (Rooyackers, 2002: Preface)[12]

Hadfiled (1998) stated that language games are classified according to several concepts. Language

[11] Chin-Wen Chien, Influence of problem-based learning (PBL) on Taiwanese elementary school pre-service English teachers' pedagogical content knowledge, *International Journal of Primary, Elementary and Early Years Education* 48 (2019), 550-564 .

[12] Preetham Krishnappa, 'Our Heritage Special Issue on "New Dimensions in English Language and Literature" *Special Issue Editors Reconnoitering Demiurgic Ways of Teaching English*', January, 2021.

games are classified into two types: linguistic (which emphasize correctness) and communicative (these are based on effective information sharing.)[13] Students may learn English in a fun and easy way by using games. We know that current language education techniques focus on developing learners' skills specially speaking skill, and games are a type of communication activity. When changing the English learning collaborative board game, the writer must design the score as the prize obtained and the image that will be described by the participants as the speaking activities. There are board games that may be played, and the writer will use three items to play the game: the board itself, the dice, and the game piece.

b) The definition of board games

Children are accustomed to play board games. This type of game entails primarily moving markers along a path. Popular board games include monopoly, snake and ladders, and ludo almost all board games are replicas of real-life situations. Board games have

[13] Blanka Frydrychova Klimova, 'Games in the Teaching of English', *Procedia - Social and Behavioral Sciences*, 191.

also been used to teach children basic facts and information about their surroundings.[14]

c) Board games for speaking activity

There are many commercial board games on the market, but teachers must adapt the games to meet the needs of the learning activities. Teachers can also create topic specific board games for use in the classroom. Buchanan declared that suggests some steps for creating board games: 1) making preparations the materials, 2) planning the game's journey, 3) determining the start and end of the game, 4) trying to design the route, 5) designing the game's complication, 6) creating the game board according to the design, and 7) writing down the rules. Board games can be created based on stories or any topic that is relevant to the lessons.[15] The following are guidelines for developing board games to improve

[14] Fotini Gerovasiliou and Makrina Zafiri, 'Adapting Board Games to Stimulate Motivation in Vocabulary Learning in Six Year Old Learners - A Case Study', *Journal of Studies in Education*, 7.3 (2017), 1 <https://doi.org/10.5296/jse.v7i3.11323>.

[15] Ben Buchanan, Carol J Adams, and Susan Allison, Journey to Gameland: *How to Make a Board Game from Your Favorite Children's Book* (Lantern Books, 2001).

classroom learning, adapted from Provenzo's suggestions.

1) Based on existing games, board games can be created. It is possible to use game components from one or more games, but this is not done to simply copy the games. The game should be enjoyable to play, according to the teacher.
2) The board games should be visually appealing and professional, to achieve a high-quality appearance, appropriate materials and techniques are used.
3) The game rules should be complete and simple enough that students can grasp the concept of the game in five minutes. It should be clear what to do to set up, play, and win the game.
4) The games should serve as a learning tool. Students are required to learn by playing games. The time for the activities should be adjusted , different levels of difficulty are available.[16]

2. Types of Board games

[16] Asterie Baker Provenzo, Eugene F Provenzo, and Peter A Zorn, *Favorite Board Games You Can Make and Play* (Courier Corporation, 1990).

The activate learning also includes instructions on how to use the game. The teacher can also change the game based on the various needs and aims. Every meeting, the educator will explain the rules of the game and then demonstrate how to play the game so that students learn how to play the game as directed. Some of the types board games are described below.

1) Name your Favorite

This board game has 22 hexagons, each with a distinct theme.The basic purpose of this board game, as the name implies, is for pupils to mention their preference based on the square they land on. The meeting's goal was for students to "communicate their likes and dislikes in regard to common issues using basic language." As a result, the students were required to explain what they loved and hated most about the category in which they landed using the likes and dislikes language that the writer had previously given them.

2) About Me

This game focuses on the player's personal thoughts and preferences. This game is ideal for students who are still getting to know one another, as well as for teachers who want to learn about different

personalities in the classroom. The goal of the lesson when utilizing this board game was "Students can communicate about their lives or environment things (family, house, career, etc.) using basic terms." This board game is ideal for that purpose since it allows pupils to express themselves through the questions provided in the boxes. This board game differs from the others in that some of the places demand pupils to move spaces rather than answer questions.

3) Which one would the world be better without ... why?

This board game has a total of 20 squares. Two of which do not necessitate a response. For the remaining 18, each box provides three alternatives. Students must choose one of the three options that they believe the world would be a greater place without. This board game is the most diversified since students can make multiple options, and for each decision, they will make different explanations. As a result, this board game actually provides kids with an opportunity to share their views on topics they never expected to be discussed be mentioned at some point The goal of this board game was "Students can convey straight forward judgments utilizing fundamental

fixed terms". Both collaborators agreed to choose this theme since it is thought the most appropriate.

3. The Use of Games in Teaching and Learning Activities

Teachers should consider some principles when integrating games into teaching and learning activities in order for the games to be effective. Language teaching games should be designed with class level in mind, as well as the learners' interests. A game should include friendly competition so that all students remain involved and interested. A game should provide students with the opportunity to learn, practice, or review specific language material.[17]

1) Selecting games

Choosing the right game for language lessons is an important step for a successful game experience. Brewster and Ellis, stated the following guidelines to help teachers decide what type of game to use:

a. A game can primarily encourage fluency and accuracy.

[17] Yoav Shoham and Kevin Leyton-Brown, *Multiagent Systems: Algorithmic, Game-Theoretic, and Logical Foundations* (Cambridge University Press, 2008).

b. A game can encourage competition or cooperation.
c. A game's educational goal should be to develop concepts, themes, and cross-curricular topics such as citizenship and learning strategies.
d. Level-appropriate games should be chosen. Some games are for beginners, while others are for advanced players.
e. Would that be a quiet, comforting game that settles students or an active, energizing game that stirs students ?
f. What resources and classroom organization are required ?
g. Is the emphasis primarily on exercising pronunciation, vocabulary, grammar, and language functions, language ability, or learning how to learn skills ?[18]

2) Introducing new games

4. The Advantages of Using Board Game

[18] C. Bradshaw, Review: Tell It Again! The New Storytelling Handbook for Primary Teachers, *ELT Journal*, 2004, <https://doi.org/10.1093/elt/58.1.94>.

Games are frequently connected with enjoyment. However, one should not give up. They lose sight of their educational ideals, especially in EFL teaching and learning. Games are beneficial because they increase motivation and decrease pupils' anxiety reduce stress and provide language students with chances for genuine dialogue . Here are some of the benefits of playing board game. This game can assist teachers in making their classrooms more interactive.

Obviously, it will also keep students interested in learning and prevent them from becoming bored. Learning may be made more enjoyable by playing board games. Learning is more than simply transcriptions and text books. Language learners are frequently bored. Board games may be utilized to make monotonous classes more engaging in this scenario.

5. Definitions of Problem Based Learning

Problem-based learning is a student-focused educational strategy that strives to promote problem-solving abilities as a lifelong habit and teamwork skills via self-directed learning. Students are given disorderly, sloppy, ill-structured settings in which they assume the position of scenario owner. PBL is responsible for the development of various abilities and attributes in addition

to problem solving. Larson (2001) declared , PBL students increase their social skills since they have more opportunity to practice utilizing the language for real conversation.[19] The Problem-Based Learning (PBL) model features a method that includes: (1) the lecturer delivering the problem to the students, (2) the students identifying the supplied problem, (3) seeking knowledge from multiple sources to solve the problem,and (4) They select the best answer to the problem,(5) The lecturer analyzes the pupils' work.[20] Teachers and other professionals throughout the world are now employing PBL in numerous disciplines in 21st century. Many higher education professors are now very skilled in the design and use of issues, as well as acquainted with PBL approaches that have been included into the curriculum. PBL may be integrated into any learning scenario. PBL results in critical thinking ability, problem-solving skills, and communication skills. It can improve the capacity to interact, locate, and evaluate information for self improvement.

[19] Sheeba Sardar Ali, 'Problem Based Learning: A Student-Centered Approach', *English Language Teaching*, 12.5 (2019), 73.
[20] Maskhur Dwi Saputra and others, 'Developing Critical-Thinking Skills through the Collaboration of Jigsaw Model with Problem-Based Learning Model', *International Journal of Instruction*, 12.1 (2019), 1077–94 <https://doi.org/10.29333/iji.2019.12169a>.

a. Students' Role in PBL (Problem Based Learning)

During PBL (Problem Based Learning), students take on several roles to address the problem. They switch roles as a note taker and a team member. In order to manage the problem, students investigate it and plan their own initiatives. PBL is an inquiry-based educational paradigm in which students work on real-world problems. While studying, students detect gaps in their knowledge and can propose research applications for the future.

These innovative ways allow students to take charge of their own education. Students can develop problem-solving, metacognitive abilities, and motivation by working in groups.

b. Advantages of used Problem Based Learning (PBL)

PBL offers educators with a range of learning opportunities, honors their particular opinions, expertise, and experiences, and expands their knowledge and abilities when they engage in professional learning about a topic from a number of viewpoints. Additionally PBL (Problem Based

Learning **)** assists pre-service teachers in bridging the theoretical and practical divide.[21]

c. PBL's orientation

Some of the following crucial points are provided for PBL students.

1) Students should have some prior information, assumptions, and experiences.
2) Learning occurs in a collaborative environment in a social context.
3) Unfamiliar information may be handled with using techniques, and issues can be solved using well-designed solutions.
4) Learner-centered tasks should be created.
5) Self-directed learning is possible.
6) Problem solving can inspire learning.
7) Critical reflection occurs throughout the learning process.[22]

[21]Chin-Wen Chien, Influence of problem-based learning (PBL) on Taiwanese elementary school pre-service English teachers' pedagogical content knowledge, *International Journal of Primary, Elementary and Early Years Education* , 48 (2019).

[22]Sheeba Sardar Ali, 'Problem Based Learning: A Student-Centered Approach', *English Language Teaching*, 12.5 (2019).

6. Use PBL (Problem Based Learning) in Speaking Skill

PBL approach can be used in its entirety, as well as in a blended or guided mode. The former type requires students to define the problem through exploration and comprehension of the scenario; to learn independently, with the teacher only facilitating and prompting them to provide additional clarification and interpretation. Rosalina (2013) used the PBL approach in an EFL university speaking class in Indonesia. Her research found that using PBL not only improved students' speaking skills but also positively affected other relevant aspects such as grammar, pronunciation, and vocabulary.[23] PBL applied in teach speaking can be one of strategies to students more active in speaking English with specific topic they discussed to figure out the problem solved during learning class. Students are urged to apply, analyze, synthesize, and review material as a group, as well as to develop their critical thinking skills. The individuals in the group therefore work toward three common goals in PBL: "learning collaboratively, problem-solving collectively,

[23] Mohamed Ali Mohamed Kassem, 'Improving EFL Students' Speaking Proficiency and Motivation: A Hybrid Problem-Based Learning Approach', *Theory and Practice in Language Studies*, 8.7 (2018), 848 <https://doi.org/10.17507/tpls.0807.17>.

and achieving individual curricular outcomes collaboratively. Each group member is required to participate in PBL tutorials by presenting their ideas, reasoning, and research. As a result, the group working together has a higher potential for deeper understandings than individuals working alone through the PBL hypothetico-deductive reasoning process.[24]

7. Speaking Skill

According to Bueno, Madrid, and McLaren, one of the most difficult skills for language learners to master is speaking. Speaking is regarded as the most important of the four English language skills. Speaking is a tough ability to teach and acquire in a second language. Speaking is a productive talent that is often seen as difficult to master, since it requires extensive practice and tenacity to reach high competency. Speaking also includes pronunciation, intonation, and stress patterns, which can be difficult for non-native English speakers to master. [25]Speaking appears

[24] Louisa Remedios, David Clarke, and Lesleyanne Hawthorne, 'Framing Collaborative Behaviors: Listening and Speaking in Problem-Based Learning', *Interdisciplinary Journal of Problem-Based Learning*, 2.1 (2008), 1–2 <https://doi.org/10.7771/1541-5015.1050>.

[25] Shafaat Hussain, 'The Importance of Speaking Skills in English Classrooms', *Alford Council of International English & Literature Journal*, 2.2 (2019), 6–18 <www.acielj.com>.

to be one difficult of the four basic skills of the English language because speakers must produce sentences on the spontaneity of the situation. It is challenging for foreign or second language learners to produce sentences without first learning the grammatical structures and providing sufficient vocabulary knowledge. As a matter of fact, English language learners of EFL/ESL face numerous difficulties in speaking grammatical sentences in English the four language skills of English.

a. Principles of Teaching Speaking Skill

Anuradha (2014) stated the following principles for teaching speaking skills:

1) From the first day, motivate students to speak up. If not, as soon as possible, and not after she has taught them a set of words, phrases, or sentences.
2) Be understanding if some students simply repeat what they say.
3) If a student answers a question with a single word, accept it for the time being.
4) Allow the students to actively speak English with whatever knowledge they have.

5) Propose buildings and have students use them in a variety of situations, drilling as much as possible.
6) Encourage the use of the back-chaining or tail-forwarding technique when combining more than ten sentences to create long sentences.
7) As much as possible, organize role play and pair work and monitor the students to correct the active ones and activate the passive ones.
8) Always be prepared in terms of lesson planning, activities, and tasks.
9) Allow learners to make errors and mistakes in the beginning. Interruptions and corrections impede fluency and discourage the learner.[26]

b. Essential Elements of Speaking

Harmer declared (2001, p. 269) fluency in speaking requires linguistic knowledge as well as the capacity to absorb information and language spontaneously and without much effort.[27] The

[26] Shafaat Hussain, 'Teaching Speaking Skills in Communication Classroom', *International Journal of Media, Journalism and Mass Communications*, 3.3 (2017) <https://doi.org/10.20431/2454-9479.0303003>.
[27] Christine C M Goh and Anne Burns, *Teaching Speaking: A Holistic Approach* (Cambridge University Press, 2012).

following are the necessary components for speaking fluently:

1. **Connected speech:** Effective speakers must be able to create not simply individual phonemes of English (as in saying I would have gone), but also utilize fluent 'connected speech' (as in I'd have gone). Sounds in linked speech are transformed (assimilation), removed (elision), added (linking), or attenuated (through contractions and stress patterns). We should engage pupils in activities intended to develop and utilize utterances. We should engage pupils in activities intended to develop and utilize utterances.
2. **Expressive devices**: In head interactions, native English speakers modify the pitch and emphasis of utterances, change volume and pace, and demonstrate through various bodily and nonverbal (paralinguistic) cues. The usage of these technologies helps to the speaker's capacity to transmit meaning and message. If students want to be truly successful communicators, they must be able to employ at least some of the supra segmental characteristics and devices.

3. **Lexis and grammar**: In order to accomplish specific language tasks, spontaneous speech employs a number of common lexical terms. As a result, teachers should employ a range of words for various tasks, such as agreeing or disagreeing, conveying surprise, astonishment, or praise. When students are interacting in specialized speaking circumstances, such as a job interview, we may train them in the same manner, using relevant words that they can create at various phases of a dialogue.
4. **Language negotiation**: Effective speaking benefits from language negotiation, which we employ for clarification and to demonstrate what we are saying.[28]

c. Speaking Process

When a person speaks or has a conversation with another person, it may appear to be very easy and straight forward; nevertheless, the process of communicating is actually highly difficult, especially when speaking in a foreign or second language.

[28] Jyothi Masuram and Pushpa Nagini Sripada, 'Developing Speaking Skills through Task-Based Materials', *Procedia Computer Science,* 172.2019 (2020), 60–65

This process was addressed as processing skills, the ability to decide what to say, when to say it, and how to express it clearly. According to (Goh & Burns, 2012), there are three phases in the process of speaking. To help you understand better, the author will expound on the concept below.

1. **Conceptual Preparation (thinking about what to say)**

   This is where the process of speaking begins, also known as conceptualization. Essentially, this is the thinking that occurs within one's head before to speaking the words. For this step, two items are required. The first is the topic, and the second is the background or "encyclopedic " knowledge about the issue that the person speaking possesses. The more prior information a person has about a topic, the broader and more diverse the outcome of the spoken language might be.

   In a classroom setting, teachers may ask students to explain what they have just read aloud. Alternatively, she or he may absorb information and then produce another piece of information depending on her or his

comprehension. As a result, how well the learner understands the written content determines how effectively they describe it in spoken English. Another problem that will occur is for pupils to decide which part of the input should be included in the output. Students must develop meaningful, socio culturally acceptable replies in spontaneous reactions such as dialogues.

2. **Formulation (how to say it)**

During this step, speakers plan out the concepts generated during conceptual preparation to particular words in their mental lexicon and absorb them.

This is most likely the most difficult stage of all. levels because students must make some lexico-grammatical decisions that require them to choose the words and grammatical structures to utilize. Forms are appropriate for the message they wish to convey.

Learners may also need to know fixed phrases in the English language to ensure that the audience understands where the speaker is going. When narrating a narrative text, for example, learners use terms like "once upon a time,"

whereas telling a procedural text, they use phrases like "after that." Learners must comprehend language appropriateness for the social environment in which the speech is created in order to achieve this.

3. Articulation (actually saying it aloud)

When the speaker controls a specific muscle group in the articulatory system, which includes the vocal tract, larynx, and lungs, articulation occurs. This stage is enabled by sound waves reaching the audience.

This stage is also linked to memory and information processing. Because there is a distinction between very competent and less competent speakers. Very good speakers can do so readily since phonological encodings such as pronunciation and emphasis have become second nature to them. This stage, however, might be difficult for less proficient speakers since they pay great attention to every articulation they make. Whether the pronunciation is proper and

whether the message can be understood by the audience.[29]

8. Conceptual Framework

English is considered as a foreign language in Indonesia country. There are four language skills that was so important in English language mastering ,one of important language skill is speaking. English-speaking abilities necessitate, at a minimum, a realistic environment and communicative partners. Additionally English is the most widely used worldwide language and medium of communication in the world. Developing communication skills may allow talented pupils to convey their thoughts to the rest of the world. Access to spoken English allows us to modify our ideas, points of view, opinions, thoughts, and emotions, as well as get information from others and solve difficulties and concerns. Students may use spoken English to advance and succeed in their careers. Speaking is one of the most challenging abilities to teach and acquire in the second language teaching and learning process. Speaking is a productive talent that is typically seen to be difficult to

[29] Goh CC, Burns A. *Teaching speaking: A holistic approach*. Cambridge University Press; 2012.

master since it requires rigorous practice and a strong commitment to reach high competence.[30]

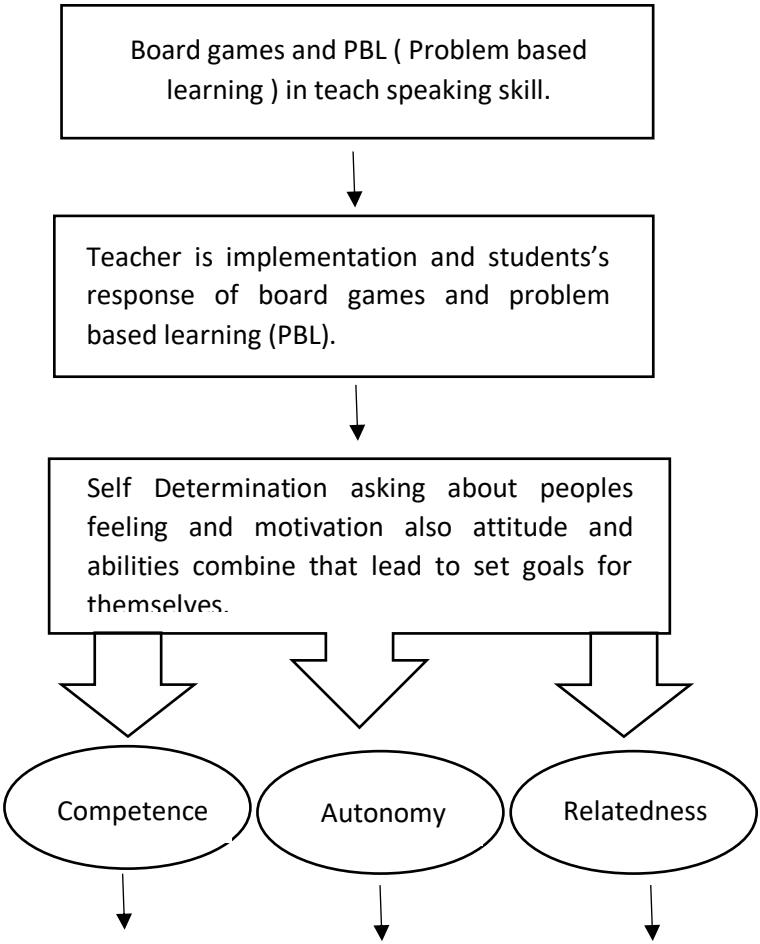
In this case teacher is able to find out the best ways in teach English speaking skill with some method that can make more easy and fun to students comprehention. Board game one of the media games that related and interested to teach English speaking skill to students. Teacher also collaborated with others method to make it more complete. The use of games is one teaching strategy that is defined by aspects of pleasure and play, and it is extremely fruitful and effective in both language teaching and learning. Students explore and learn numerous things, such as engaging with their peers or teachers and learning names of new items, utilizing body language, interacting each other, having fun etc. Furthermore there are several language games for various learning levels, such as beginners, intermediates, and advanced learners and so on. The list of games kinds that may be utilized in the classroom for the aim of teaching English as a foreign language one of them is board games. Hansen (1994) states, Games are very stimulating and enjoyable, and they

[30] Jyothi Masuram and Pushpa Nagini Sripada, *'Developing Speaking Skills through Task-Based Materials'*, *Procedia Computer Science*, 172.2019 (2020).

can provide additional opportunities for timid students to express their thoughts and feelings.[31] The problem-based learning (PBL) methodology in strengthening students' critical thinking abilities, The learning process of presenting problems can encourage students to develop their critical-thinking skills because they are required to solve the problem. The problem-solving process necessitates the mental tasks of analysing , evaluating, and developing an idea. The problem-based learning (PBL) approach may be used to facilitate the learning process by presenting the challenge.

The students' responses of applying integrating board games and problem based learning for learning English speaking class. It's can be one of the lecturers' evaluations for the lectures, also can give more benefit in pedagogical English learning process through games based learning specially integrating board games and PBL.

[31] Blanka Frydrychova Klimova, "*Games in the Teaching of English*". 191 (2015) p 1157-1160.


Board games and PBL (Problem based learning) in teach speaking skill.
Teacher is implementation and students's response of board games and problem based learning (PBL).
Self Determination asking about peoples feeling and motivation also attitude and abilities combine that lead to set goals for themselves.
Competence
Autonomy
Relatedness
Skill, confidence needed to perform certain behavior of practice speaking skill.
Volition to perform certain behavior based on the goals.
Support for autonomy from member of one's own social environment.

CHAPTER III

RESEARCH METHOD

This chapter explain the research method, source of data subject of the research, research instrument, data collection, procedure and data analysis procedure .

A. Research Design

The approach uses in this research is qualitative research focused on the case study design. Qualitative research is an approach to explore and understand the meaning of individuals or groups related to social problems that can be used to interpret, explore, or gain a deeper understanding of certain aspects of perception, attitudes, or human behaviour.[32]

This research figure out about the implementation and students response of board games and problem based learning. To got the result of study, researcher evaluated and seeking students and teacher acts during the in class. This research took 7th grades students in junior high school, 10 students who were interviewed and 20 students who observed during teaching speaking skill in class. In qualitative research, researchers conduct objective research on the subjective reality under investigation. Subjectivity is applied to the

[32] Nursapia Harahap, *'Penelitian Kualitatif'*, 2020.

reality being studied in this case, in the sense that the reality is seen through the eyes of those being studied.[33]

Denzin and Lincoln (2005): 2 declared that qualitative research is multi method, with an interpretation, naturalistic approach to the topic matter. This implies that qualitative researchers observe events in their natural environments, aiming to make sense of or interpret them in terms of the meanings individuals assign to them. The study and collection of a wide range of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in people's lives constitute qualitative research.[34]

According to Denzin and Lincoln, a case study is research that actually investigate a program, an event, an activity, a process, or one or more individuals in order to gain a depth-knowledge of the action being investigated. Furthermore, a case study aims to comprehend individual actors or groups of actors' perceptions of events. to

[33] Wahyudin, 'Metode Penelitian Kualitatif Studi Pustaka Dan Studi Lapangan', *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*, 6.1 (2017), 1–6.

[34] Patrik Aspers and Ugo Corte, 'What Is Qualitative in Qualitative Research', *Qualitative Sociology*, 42.2 (2019), 139–60

comprehend individual actors or groups of actors' perceptions of events. Therefore, this study has a qualitative purpose of discovering the students' responses of applying board games and problem based learning for learning English speaking class. [35]

The data of this research collected by observing the class and conducting interview.[36] The result of observation and interview from the participant will be displayed descriptively to answer the research questions.

B. Research Setting

The research is conducted at Nasima Junior High School, located in Jl. Tri Lomba Juang No.1, Mugassari, Kec. Semarang Sel, Kota Semarang, Jawa Tengah 50249. The study is carried out on October, 2022.

C. Research Participants

In conducting research they were 20 students who observed a, 10 students were interviewed and 1 English teacher who interviewed, the process of selecting individuals who will participate in the research is very essential. In choosing research participant, the researcher uses purposive sampling technique. In purposive sampling, the researcher is

[35] Norman K Denzin and Yvonna S Lincoln, *The Qualitative Inquiry Reader* (*Sage*, 2002).
[36] Jennifer Mason, *Qualitative Researching* (*Sage*, 2017).

deliberately subjective in choosing those respondents and how those may affect the research as a way for checking validity. The researcher then chooses students of the seventh grade at SMP Nasima Semarang.

D. Technique of Data Collection

Data collection technique explain the way researcher uses to gather the data related to the focus of the research. Marshall, & Rossman, stated that qualitative research usually relies on triangulation of data obtained from three methods, namely interviews, participant observation, and document analysis. However, in this study, data collection methods such as observation and interviews are used. The researcher describes how to collects the data, the school that the researcher will conducted the research in face-to-face learning, therefore, the researcher will collect data in the following ways:

1. Observation

The researcher employs an observation checklist as a data collection device during the observation. The observation checklist will collect information on how the students' responses of applying Board games collaborated with problem based learning for learning English speaking class. According to Adler and Adler, one of the primary foundations of all data collection methods in qualitative

research, particularly in the social sciences and human behaviour.[37]

It means that observation is the process of systematic observation of human activities and physical settings where the activity natural to produce the facts. Observation is a method to investigate the sequence of activity in the teaching learning process. In this study, the researcher uses the type of participant observation that is the researcher conducts research by being directly involved in the interaction with the object of her research. In accordance with the type of method chosen, the researcher is able to observe the students' responses of applying board games collaborated with problem based learning for learning English speaking class at SMP Nasima Semarang class VII. In this case, the researcher can see students' responses of applying Board games collaborated with problem based learning in speaking class.

2. Interview

The interview is intended to learn more about the students' responses , commonly used by the

[37] John W Creswell and others, 'Qualitative Research Designs: Selection and Implementation', *The Counseling Psychologist*, 35.2 (2007), 236–64.

researcher for qualitative study. This data collecting method is done by self report, knowledge, or personal belief their feedback about learning English speaking with broad games collaborated with PBL (Problem Based Learning).[38] In this study the researcher used unstructured interview, in qualitative interviews, unstructured interviews refer to types interview in which the researcher asks general questions and minimum amount, questions are general topics only to help focus on respondents. The indicator of kind interview in this research head to Gubrium (2012).[39]

While it needs to take notes of the questions list or the object so that no missing questions. The tools used during interviews, for example, tape recorders, stationery, and camera, help obtain

[38] P. Gill and others, 'Methods of Data Collection in Qualitative Research: Interviews and Focus Groups', *British Dental Journal*, 204.6 (2008), 291–95 <https://doi.org/10.1038/bdj.2008.192>.

[39] Rijath Djatu Winardi, 'Metoda Wawancara', Metoda Pengumpulan Dan Teknik Analisis Data, September 2018, 2018, 53–99 <https://*www.researchgate.net*/publication/331556677_Metoda_Wawancara>.

authentic evidence of the data as it is helpful to present deeper data.[40]

Furthermore, the researcher utilizes a semi-structured interview to obtain replies from students. Semi-structured interviews are a method of data collection in which the interviewer prepares an interview guide before conducting the interview but does not strictly adhere to it in terms of the specific phrasing of questions or the sequence of questions. In conducting interview, students answered six open-ended questions related to their responses, behaviours, perception of applying integrating board games and problem based learning in learn speaking skill.[41]

3. Documentation

The researcher uses documentation method to examine students responses applying Board games collaborated with problem based learning in speaking class at SMP Nasima Semarang.

Through this method, the researcher obtains accurate results in the form of documents. By using this

[40] P. Gill and others, "Methods of Data Collection in Qualitative Research: Interviews and Focus Groups", *British Dental Journal*, 204.6 (2008), 292

method, the researcher obtains a portrait picture of how teacher applying board game collaborated with PBL at SMP Nasima Semarang. This media helps researcher obtained accurate data about how students responses board games collaborated PBL (Problem Based Learning) in the process of English speaking learning.

The benefit of this method is that researcher is able to obtain documentation result with data that strengthens what has been interviewed and observed. So here, there is no speculation about making up the data when it is accompanied by the actual form of my research.

E. Technique of Data Analysis

The analysis data of qualitative is divided into steps. The data is obtained from observation, interview and documentation. The data is systematically examined by researcher. The process of analyzing data is to simplify data into a more readable form. The researcher starts by gathering and comparing data, then coding the data to start organizing concepts that emerged from the data. From these data, researcher conducts the process of analyzing to find conclusions, which constituted the study's findings.

The research analyzes data based on the flows of Miles and Huberman. They argued that data analysis techniques are interactive models that involve four steps,

those are data collection, data reduction, data display, and data conclusion drawing/verification.[42]

1. Data Collection

Data collection is done through observation, interviews and document analysis during the research. Observation is made during the learning process at the beginning of the study. Meanwhile, interview is conducted at recess. Data collection is carried out for days so that the data that is obtained is varied. [43]The data is compiled in a field note as a first step to be used in data analysis.

The researcher carefully observed everything that was seen, and the researcher also wrote down everything that was found during the study. The researcher got the data through observation when board games collaborated with PBL (Problem Based Learning) was applied, then researcher interviews the students after board games collaborated with PBL (Problem Based Learning) in speaking class is applied.

2. Data Reduction

[42] Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (*Sage*, 1994).

[43] Dewa Putu Yudhi Ardiana and others, *Metodologi Penelitian Bidang Pendidikan* (*Yayasan Kita Menulis,* 2021).

Data reduction is a selection process, focusing attention on simplification, and transformation of raw data emerged from written notes in the field. This process carried out continuously throughout the study.[44]

In this step, the researcher makes a brief description of data gathered from various data reduction sources through observation and interview categorized as follow: students‟ readiness, teaching and learning process, students‟ response, teaching method and game implementation. There for the researcher must take the major points, summarize them, and take the most important points.

3. Data Display

The purpose of displaying data was to help the researcher understands what was happening in the presented data and consider what to do next. The form of presentation of qualitative data can be in the form of narrative text in the form of field notes, matrices, graphs, networks, and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus, the researcher can see what is

[44] Ahmad Rijali, 'Analisis Data Kualitatif', *Alhadharah: Jurnal Ilmu Dakwah*, 17.33 (2019), 81–95.

happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

4. Conclusion Drawing/Verification

The last level of data analysis is conclusion or verification. After being explained and interpreted, the researcher takes a broad perspective of the interpretation's findings. Furthermore, in this study, the researcher begins to determine the important variables to be included in the conclusion. As a result, the final conclusion will be supported by evidence that is both valid and consistent.

The conclusion of this research is a descriptive of applying Board games collaborated with problem based learning in speaking class at SMP Nasima Semarang and what are the students responses, how the board games and collaborated going well in the speaking class at SMP Nasima Semarang. In summary, the steps in data analysis are as follows: (1) Data reduction, in which the researcher selects, identifies, and focuses on the data by reference to the research topic formulation. (2) The researcher displays the data in good term after selecting the data.

Finally, (3) Conclusions are taken when the data has been displayed.

F. Research Intruments

a. An observation guideline

Student : Nasima Junior High School

Observer : Liya Amirotun Niswa

Class :7th Grade

Date Observation : 25 October 2022

1. The researcher will examine students' responses during
   learning from the beginning to the end.
2. The researcher will examine how enthusiastic students are in learning English speaking board games collaborated with problem based learning.
3. The researcher will examine how students able to speak up during class activity.
4. The researcher will examine the obstacles or difficulties experienced by students in the learning process.
5. The researcher will examine the success of students in learning speaking integrating board games and problem based learning.

b. An interview (list of question) for the teacher

1. How are implementing board games and problem based learning (PBL) in teaching speaking?
2. Have you ever been got difficulties in implementing board games and PBL models in your English class? How you handle it?
3. Do you think applying board games and PBL models one of best ways in teaching speaking?
4. How do you asses your students in the class after used board games and PBL models in teaching English?

c. An interview (list of questions) for the students

1. Do you often find the difficulties in English speaking learning?
2. What is your opinion about learning English speaking by integrating board games and problem based learning?
3. Does integrating board games and PBL(problem based learning) support you in learn English speaking?
4. Do you think learn English speaking uses board game and PBL (problem based learning) more easy and fun?

5. Why do you think that integrating board game and PBL(problem based learning) make exiting and easy in learn English speaking?
6. What are your difficulties in learning English speaking uses integrating board games and problem based learning?

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers research findings and discussion, including observation results and interviews with the teacher and students on their engagement with board games and problem based learning in teaching speaking . This research takes a place in Nasima Junior High School Semarang where located in Jl. Tri Lomba Juang No.1, Mugassari, Semarang City, Central Java 50249. The subject of this research is students of VII C class, which consist 20 students. While the discussion is determining or reaching a conclusion about this research, I obtained findings from the field that are compared with the implementation and the students' respond of integrating board games and problem based learning (PBL) in teaching speaking English .

In this research there were 10 students who will be interviewed. Based on the interview, all the students like board games and problem based learning in their English class. According to them, students are more easily and interesting when the teacher used board games in teaching English. Students also understand the lesson well. The teacher also let the students concern to solve the problems in the class and empowering their critical thinking. because teacher used board games in teaching English speaking had many benefits such as learning to be more

fun, understand easily and make them more focused on the learning.

A. Finding

This research data was obtained from observation and interviews related to students' engagement with the teacher and students on their engagement with board games and problem based learning (PBL) in teaching speaking English. Those findings are explained in the following:

1. Teacher's implementation of integrating board games and problem based learning (PBL) in teaching speaking.

a. The teacher used board games for teaching speaking.

The teaching speaking used by the teacher is board games telling time which is related with the lesson plan that was prepared for students in seventh grade . In this class teacher made board games custom by herself like board games with main topic telling times, This board games form look like ladder and snake also existed dice to complete the board games. So it can be more easy match with the material. The class running in offline because the condition of pandemic covid-19 more better, also

students and teacher still wear mask during class activity.

Based on observation data from teachers before starting the class. Teacher asked attention to all students and remind the students about her class rules. During the English class students not allowed to speak Indonesia language also teacher as role model for students spoke in English language as well. After that teacher asked students to pray before learning activity started, after that teacher check the attendance class of students.

Started the learning class teacher told the students about their new material.the material is telling time. Before that teacher asked to look up the watch wall and give them question about time on the watch wall.

"Before I give the understanding about the main material today, I give a question to all students " what time is it ? " after that I already prepared board games telling time. I divide 20 students into 4 groups to played the board games , then I give them instruction about how to played the board games each students should play the board games in their groups. I often used board games in my English

class, it can encourage students active to speaking English as well.(Teacher, Face-to-face interview, 25th October 2022)"

During the class activity, the teacher checks up each groups and accompany them view minutes then move to other groups. The teacher monitors every groups to look up how good they played board game" telling time" each students of the groups while practice speaking English used too.

"I come to every groups, then asked the students about the time on the board games" telling time " that I made at home, every students in the groups throw the dice based on their turn and mention the time that the students got. Board games one way especially for us as a teacher to creat attractive activity , to motivate the students especially when they need to review some materials. I think it's boring if they just do some question on the paper or some Microsoft form or another form, but if we combined with games for the example board games I think it will be easier ,it will be simple to understand because they can play and they can learn at the same time especially for junior high

school students "*(Teacher, Face-to-face interview, 25th October 2022)".*

Board games one of learning tools that can make be recommended ways to teach the students more attractive and understand easily in their learning activity. Although there are many model games they make teacher apply to teach students while board games can be one of good option in teach speaking to the students. The teacher can make English class more fun and attractive to students, also students can understand the materials well because students learn in fun ways while teaching. Some teachers practice creating teaching materials, online discussions, quizzes, and assignments, as well as asking questions and motivating students. It is supported by Siti Mariam (2021),[45] to assess the success of used board games is by looking at how students more enthusiasm and attractive in participating in class learning, how students more

[45] Siti Mariam and Catur Kepirianto, " Utilizing Flipped Classroom Strategy- Based Interactive Media to Minimize Students's Reading Anxiety. *ARTS & ENTERPRENEURSHIP IN LANGUANGE STUDIES, Unika SOEGIJAPRANATA, (2021).* https://play.google.com/store/ books/details?id= GLNREAAAQBAJ

active in speaking English during the learning activity also understand the material easily.

b. The teacher used problem based-learning in teach speaking.

The teaching used by the teacher is a problem based-learning model in teach speaking the material is telling time that teacher designs into board games to students in seventh grade.

Based on the teacher's observation data, before starting learning activity teacher will give explanation of the materials, also the teacher will tell the goals of study that be achieved. After that the teacher divide the students into four groups then teacher already provides problems that students should solve and discuss in their groups. Then every students in the groups should answer the problem on the board games, other member of the group can help the member who struggling in answer the question or solve the problem.

"In implementing problem based learning model I will explant the material while also tell the goals of study that must be achieved. Then I also give instruction of the board games and remind the

students to speak English during my class. After that I divide the students into four group , I ask them to count one until four then repeat again, the decide their group members. I provide the board games each groups then the students should discuss and figure out the answer on the board games.

Problems that I give to students help them to increase the critical thinking, curiousity , and analyzing skills. We as teachers have important role as motivator and assist the students how to solve the problems. "*(Teacher, Face-to-face interview, 25th October 2022)".*

Some times in implementing the problem-based learning model and board games get some difficulties or obstacles that should teacher face and handle. Furthermore some students in the groups can't express how to speak English well because they have different level in speaking skills and different personality. Some students can bravely speak up and answer the problems well, rest of them maybe they already solve the problems but hesitant to speak or express in the class.

"In implementing the problem based learning model and board games, of course there

must be difficulties or obstacles, but as a teacher we should handle that things as good as we can, we need to explain the instruction clearly to the students so they can understand and played together, and also how to put them in work especially in a group, how they can work together, how they can play one by one, how they can solve problems together or individually, I think we need time more to explain it , because not all students can understand easily. Also we should encourage them to speak more, to express their feel. "*(Teacher, Face-to-face interview, 25th October 2022)".*

The problem based-learning model is recommended in teaching speaking skill because in this learning activity. Students as center of learning activity which is students should more active during the class. The teacher as motivator and facilitator of materials and provides problems for the students. In problems based learning model force students to think hard, creative, also to rise their critical think. In specific topic related to the materials students should speak up to express the solution of the problems that students were solved in systematic way. In this model also make students more

responsible in individually or groups, how they can solve the problems together or personal. The teacher encourage students to present their solve problems in groups or in personal.

To measure the students success in implementing the problem based learning model, this is by looking at how they can represent they problems in good ways, also how they more active and bravely express their opinion during the learning activity.

The results of the study show that integrating board games and problems based learning (PBL) is able to be good option in teach speaking skill. In applying board games and problems based learning the teacher design the board games and put the problems into the board games tables. While problem based learning is a student centered learning approach and provides opportunities for students are able to work in groups or pairs, while attractive the students in this materials and train their critical think. The problems from teacher about telling time which related with the materials, students should find out and express the right time in English ways in their groups individually.

2. Students' responses to their engagement in integrating board games and problems based learning in teaching speaking skill

a. Students with good responses

In teaching speaking skill used board games and problems based learning model, the researcher obtained various student responses about the use of the integrating board games and problems based learning. The students gave good response, students participate the learning activity in excited and joyful feels, because the the students design the materials into board games form and explan more detail in fun ways and clearly. It made students more attractived, motivated , and they can understand the material more easily.

In implementing the board games and problems based learning models, the students gave good respond and attractive. The students were more comprehend to the lesson and excited in the class when used the board games in teaching speaking skill because students can fun learn so, they can understand the materials well. Here is the following evidence:

"…. Saya sangat suka pelajaran Bahasa Inggris apalagi ketika guru saya membuat board games dalam pelajaran telling time hari ini sangat menyenangkan, saya dapat mudah memahai materi pelajaran dan dengan mudah menemukan topik pembahasan untuk praktik berbicara Bahasa Inggris, Mrs, Piah juga memberi pertanyaan atau pembahasan yang membuat kitra menemukan solusinya dan juga mendiskusikannya bersama teman kelompok " (Student No. 1, face-to-face interview, 25th October 2022)

Some students agree when the teacher applied the problem based learning in English class. They tend to more active in group discussion in other hand they didn't the corrected expression in their discussion, it still makes them more motivated and have issues to solve it.

"….Saya tidak memiliki banyak kesempatan dalam berbicara menggunakan Bahasa Inggris dikelas maupun di luar kelas, Mrs. Piah selalu mendorong kita berbicara dibahasa Inggris mulai dari kalimat yang mudah seperti izin ke toilet atau bertanya, Ketika Mrs. Piah memberi masalah di board games tabel untuk didiskusikan itu membuat

saya banyak berlatih bicara di Bahasa Inggris. "(Student No. 5, face-to-face interview, 25th October 2022)

b. Students' engagement problems

Students engagement in implement integrating board games and problem based learning in teach speaking has several problems. Through the observation and interview just some obstacle that students have during the class. Some students get confuse of board games rules.

"...Belajar dengan jenis games tentu menyenangkan, begitu juga board games, tapi saat saya tidak focus saat guru menjelaskan peraturan dan intruksinya kadang saya bingung hehehe, kadang saya bertanya ke guru atau teman saya. "(Student No. 3, face-to-face interview, 25th October 2022).

Problem based learning is focus on how the students enrich their critical think and how good the find the solution, but it get obstacle to students who less of confident to express their opinion.

"….Saya kadang malu jika guru meminta saya menjelaskan hasil atau solusi dari masalah yang didiskusikan, apalagi ketika setiap anak ada

gilirannya itu membuat saya nerves Miss. *"(Student No. 7, face-to-face interview, 25th October 2022).*

Rest of students also get difficulties in remembering the vocabulary, in implementing board games and problems based learning in speaking skill. When the students played the board games and find out the problems on board games the students forced to discuss and mention it in English ways, in other hand sometimes they didn't know the vocabulary or maybe forgot the vocabulary that they want to express .

"…Diskusi di kelompok itu sangat seru dan memudahkan kita paham, namun saya kadang lupa kata di Bahasa Inggris, jadi saya perlu nyusun dan bertanya ke guru bila teman tidak tahu. "(Student No. 4, face-to-face interview, 25th October 2022).

Based on the results of the interview above, it allows the researcher to interpret that students gave a positive response and had some problems with the implementation of integrating board games and problems based learning in teach speaking skill. The learning model recommended in teach English specially speaking skill,, the students also can received and got the points of lesson that

the teacher explanted to them. Nowadays the students should be the center of learning activity, the students should be more active in the class than the teacher.

Even the students sometimes hard to express the vocabulary when they want to speak, because Nasima junior high school students are different background English experienced some of them had trained speaking English since they was young while rest of them just learn English at school, but with board games they can more easy speak English in case and get new vocabulary. The fun learning situation also support the students to more confidents and excited when the teacher asked them to speak English and figure out the answer of the problems in the class.

B. Discussion

1. Teacher's implementation of integrating board games and problem based learning in teaching speaking skill.

Board games is one of games based language learning that tend to influence and attractive in learning activity. Game-based learning is one method for engaging students in learning. Games and game-based actions provide a natural framework for enticing students' inner

desire to learn.[46] In previous research by Catherine Hui Tiing Wong , used games in teaching and learning transforms the traditional method of transmitting knowledge. The incorporation of games in learning encourages students to be self-directed learners and improves their speaking skill. Connected to my research used one of games learning types, which is board games integrating PBL as the model learning in teach speaking skills motivated students to more enhance their speaking skill frequently. The comparison this research with previous research by Catherine Hui Tiing Wong includes in the systematic review also demonstrated that board games and concerns of pronunciation, fluency, and grammar, and used blended quantitative and qualitative research. While this research emphasize in implementation of board games and problem based learning in teaching speaking skill ,also encourage students to active and brave applied speaking skill in class. For next researcher I hope this research can develop with new issues and bring up more result data with same topic.

[46] Maxwell Hartt, Hadi Hosseini, and Mehrnaz Mostafapour, 'Game On: Exploring the Effectiveness of Game-Based Learning', *Planning Practice and Research*, 35.5 (2020), 589–604

Board games and problem based learning model can linked in teach students speaking skill. Although there are much game based learning types, it can be one of the good options in teaching, the integrating board games and problems based learning it will create fun learning that make students more enjoy and excite to follow up learning activity, also make students more active, creative, and involve problem solve skill.

Applied board games and problems based learning in teach English one of teacher ways to taught speaking English which one English as foreign language can be more difficult and challenge to students, furthermore most students enjoyed playing this games, during the class students be motivated to followed the board game rules and spoke the target language of the games. The students learned language subconsciously as they played the games and built larger vocabularies. Games are excellent educational tools that allow students to learn complex content in fun activities, promoting cooperation between students and the consequent collective learning.[47]

[47] José Nunes Da Silva Júnior and others, 'Interactions 500: Design, Implementation, and Evaluation of a Hybrid Board Game for Aiding Students in the Review of Intermolecular Forces during the COVID-19 Pandemic', *Journal of Chemical Education*, 97.11 (2020), 4049–54 .

Although the teacher could be more gave effort used the board games because the teacher should arranged and made the related with the material in teach English, but the board games could give effectiveness during the learning activity, board games is one strategy for engaging students in learning. This actions provide a natural framework for appealing students' inner desire to learn.

In addition problems based learning used the teacher by served the students some problems or question on board games, wherever the students should discussed and found the solution or answer during this class the teacher monitored and assisted the students closely. The students presented the result of discussion in front of their friends individually, problems based learning as model which placed the students as the center of learning activity, it can be good recommended to trained the students thought more creative, also encourage the students to more brave express their opinion. Moreover one of the goals the teacher used the problem based learning taught the students to be responsible and developed their teamwork, leadership, communication, and solve problem skill. Of course nothing teaching model of teaching that perfect, problem based learning also had disadvantages during this experiment, this model are risk to students who lack of

critical thought and the confident to express their opinion, in groups form there must be dominant students who lead and take action of the task, rest of that exist unproductive students who just followed it. Beyond the problems based learning (PBL) model, the facilitator skill, knowledge, and ability of the teacher is the single most important factor influencing the success of the problems bade learning (PBL) implementation. Because the teacher is usually referred to as the "facilitator" which one the most important role in problem based learn , the facilitator monitors and stimulates, problems based learning process by asking leading questions, challenging trainee thinking, and bringing up relevant facts or issues. The facilitator serves as a guide in this regard, supporting the students in developing the necessary skills in rationale, hypothesis design and testing, study, and self-evaluation.[48]

Combined board games and problems based learning effectively force the students to speak English naturally with focus topic, the students also understand

[48] Shannon L. Navy, Jennifer L. Maeng, Randy L. Bell & Fatma Kaya, "Beginning secondary science teachers' implementation of process skills, inquiry, and problem-based learning during the induction years: a randomised controlled trial" , *International Journal of Science Education* , 43 (2021).

easily and attention more intensive to the teacher instruction. There are some advantages of problems based learning such as support the students to became aware and responsible to themselves in self regulated learning, concentrating on core information relevant to real life scenarios and decrease information overload. The board games and problem based learning combination that will make students more learn English in fun ways, enhance the students speaking skill, and produce their critical think more hard and constantly, These strategy make students increase their creativity, motivated them to thought that learn English speaking can be easily and attractive .

2. **Students' responses to their engagement in Integrating board games and problems based learning in teaching speaking skill.**

   a. **Students with good responses**

      Based on the data obtained of interview and observation the strategy of integrating board games and problem based learning model got good feedback and responses from the students, through this strategy students can more attracted in the class, while the students be more creative and brave in English spoken , the students also trained their critical thought and

solved problems skill. Applied problem based learning make students more active in listening, oral, mental, visual, emotional.[49]

In addition it's found that board games encourage the students to able used the expression correctly and communicatively, also board games helped the students comprehend the materials they were learning easily.

b. Students' engagement problems

In the process of application the learning model definitely has advantages and disadvantages . Students got some advantages through board game and problem based learning model in teach speaking skill. In the application of board games students have strong motivation and attracted in learning process, students felt enjoy and fun in learned language. Also encourage the students to communicated active without pressure during board games application. In the same time board games made students tend to be more creative, active, students can increase their

[49]Lilis Indriani, 'Meningkatkan Keaktifan Dan Hasil Belajar Siswa Dengan Model Problem Based Learning Pada Pelajaran Bahasa Inggris', *Edukasiana: Jurnal Inovasi Pendidikan*, June, 2004.

critical think and get used to solved problems as can as possible in effective ways. The students can interacted and communicated more well and share knowledge during the process of find solution of problem based learning model.

In the implementation of integrating` board games and problem based learning also have weaknesses. The weaknesses are students some times got misunderstood with rules of the board games ,and some students confused how to played the board games when they didn't listen the teacher explanation carefully.

In the similarly in the problem based learning process, the students faced some obstacles. Students who didn't used to speak or express their opinion got more nervous and unconfident, also the students who lack of critical think skill just followed other students in the group discussion. Furthermore the students who lack of vocabulary sometimes had hard time arranges how to express that word in spoken way.

Students must be have difference responses in the implementation of integrating board games and problem based learning , how to get students attention more and students more exited in during learning

activity. Also students used to figure out the solution in specific topic in the class and more creative , active, can discussed in group and well in teamwork process. From these reason the application of integrating board games and problem based learning in teach speaking can be one of highly recommendation in the learning.

In previous studies, researchers only examined implementation of board games in teach speaking skill. while in this study researchers examined board games and problem based learning in teach speaking skill. These combination linked each other, considering how well students followed the learning while students gave good responses more during the application.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher presents conclusions and suggestions for the following finding of the study.

A. Conclusion

From the research that has been done about integrating board games and problem based learning in teach speaking skill of seventh graders the researcher concludes that teachers and students can use and recommend the board games learning model in teach speaking skill.

First, the results of the research show that teachers' implementation of integrating the board games and problem based learning in the class, this learning model can enhance students speaking skill by board games that teacher design with specific topic discussion. In implementing problem based learning model, the teacher provided problems or question that students should discussed and solved together in their group. The teacher asked them to convince the solution or answer of problems in the board games tables individually event their had the groups.

Second, research of the result shows the students' responses to their engagement in integrating board games and problems based learning models. The students gave positive response event some students had problems how the express

their feels in speaking English during the class activity. Otherwise the board games and problems based learning had advantages and disadvantages in teach speaking, but it's still good ways and recommended in teach speaking.

B. Suggestion

The researcher would like to make some suggestions about this study. The researcher expects that the advice offered will be beneficial for:

4. Students

   This study explains the learning model used by teachers in teaching speaking through board games and problem based learning model, students should be able to maintain their critical think and develop solve problem ability. Students also be more creative and imaginative by played board games in the class.

5. English teacher

   This research can encourage and improve the ways and quality and creativity of the teacher in teach speaking with variation of game based learning like board games. The learning model must be much considered by the teacher because it affected of students attention during the learning also the quality of students in learning speaking.

6. Future Researchers

The researcher realized that this research was far from perfect and had limitation. For the future researchers are expected to conduct similar studies on the application of game-based learning, especially board games at the higher education level to to determine whether it is consistent with teachers' s perception of the current study's findings.

C. Closing statement

Sincerely, this thesis is the first academic invention of the researcher as a contribution and dedication towards the academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDIX I

Appendix 1: Observation (field note) for the students

Student : Nasima Junior High School

Observer : Liya Amirotun Niswa

Class : 7th Grade

Date Observation : 25 October 2022

1. The researcher will examine students' responses during learning from the beginning to the end.
2. The researcher will examine how enthusiastic students are in learning English speaking board games collaborated with problem based learning.
3. The researcher will examine how students able to speak up during class activity.
4. The researcher will examine the obstacles or difficulties experienced by students in the learning process.
5. The researcher will examine the success of students in learning speaking integrating board games and problem based learning.

When during the lesson all the students were enthusiastic learn English speaking with board games, students more active and gave good response in the class. The students tried to challenges their speaking skill in discussion time in the group that have been decided. Even some of them got difficulties in understanding the instruction rules of the teacher, the students asked the teacher to repeated the explanation. All students also struggle in expressed their opinion because lack of vocabulary. Board games and problem based learning models made the students more enjoy and learn English in fun ways. The students also enrich the critical thought and solved problems. students comprehend the material more easily. The success of

students in learning English speaking with board games and problem based learning model, students can practice speaking well. The students trained their critical think and be more active, creative , and confidents speak English.

Appendix 2 . Interview Results Table

Interview Sheets for Teacher

School Name : SMP Nasima

School Address : Jl. Tri Lomba Juang No.1, Mugassari, Kec. Semarang Sel. Kota Semarang, Jawa Tengah 50249

Teacher's Name : Sri Nikmatu Rupiah, M. Pd

Class supported : 7^{th}

Date of interview : 25 October 2022

No	Question of Interview	Answer
1.	How are implementing board games and problem based learning (PBL) in teaching speaking?	As a teacher who teach in modern digital era, we should create attractive activity, to motivated the students as speacially in teach English, I think its boring if they just do some question on the paper or listening explanation from the teacher.But if we combined with some games like board games it will make students more exciting learning activity. Before the class begin I prepared the board

		games , this board games seems like ladder and snake game, I also created dice to make it more real and every students can rolled their turn by the dice. In this application I design the board games table based on the material. I devided four groups in the class and every group have their own board games. I give the students explanation about our lesson today. And tell the instruction how running the board games in detail and clearly so students get my point. In implementation of problems based learning, I provided the problems that should they discuss and find the answer even every students should find out the answer continue as their turn time. Through this activity

2.	Have you ever been got difficulties in implementing board games and PBL models in your English class ? How you handle it ?	Of course, but sometimes we need to explain the instruction clearly to the students . So they can understand and they can played together also how to put them in a work as especially in a group, how they can work together, how they can played one by one. I think we need more time to explain it, b4cause not all students can understand easily.
3.	Do you think applying board games and PBL models one of best ways in teaching speaking ?	I think its one way that we can apply, now I still used manual but in the future I want to created by using digital like what application I have especially in Nasima junior high school we have office 365 (Ms. Word) we can use it in collaboration way, I want to create in digital way. But board games and problembased learning collaboration it's good option and recommended . It's

		support me in teach speaking in the class.
4.	How do you asses your students in the class after used board games and PBL models in teaching English ?	Ok, The first one of course for spoken, I give the spoken score when they try to speak up by answering the question for example in my previous activity, the question its about "What time is it ?". So I will check how can they answer, I will take score especially for speaking skill.

APPENDIX 3

Interview (list of questions) for the students

Student 1

Name : Syafa Mutiara

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Boleh kak, Nama ku Syafa.

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya kak, kadang-kadang soalnya saya suka belajar berbicara Bahasa Inggris.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, Apa pendapat mu tentang penggabungan board games dan PBL ?

B : Seru, gak bikin bosen , terus melatihkita lebih aktif aja dikelas. Jadi biar lebih sering praktik berbicara Bahasa Inggris nya.

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Iya seru, Miss Piah beberapa kali ngasih kita pembalajaran dengan board games. Lebih mudah kak soalnya kita langsung praktekin materinya, Miss. Piah memberi pertanyaa untuk diskusi juga jadi langsung paham.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Saya sangat suka pelajaran Bahasa Inggris apalagi ketika guru saya membuat board games dalam pelajaran telling time hari ini sangat menyenangkan, saya dapat mudah memahai materi pelajaran dan dengan mudah menemukan topik pembahasan untuk praktik berbicara Bahasa Inggris,

Mrs, Piah juga memberi pertanyaan atau pembahasan yang membuat kita menemukan solusinya dan juga mendiskusikannya bersama teman kelompok.

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengam board games dan PBL ?

B : Kalo di kelas tadi sih ga ada kak, seru, asik , bikin aktif.

Student 2

Name : Justin

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Iya kak, saya Justin

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya, aksen nya ga bagus.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, Apa pendapat mu tentang penggabungan board games dan PBL ?

B : Bagus , menyengkan.

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Miss Piah sering ngajar kita dengan games seperti ini, jadi saya lebih paham dan gak pernah bosen.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Karena gak monoton makanya seru, terus lebih banyak bahan buat praktik ngomong Bahasa Inggris di kelas kak.

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengan board games dan PBL ?

B : Enggak ada,

Student 3

Name : Alma

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai
respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Iya kak, Aku Alma

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya , banyak kata Bahasa Inggris yang enggak saya tahu kadang lupa.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Belajar dengan jenis games tentu menyenangkan, begitu juga board games, tapi saat saya tidak focus saat guru menjelaskan peraturan dan intruksinya kadang saya bingung hehehe, kadang saya bertanya ke guru atau teman saya

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Menyenangkan kak, kalo gak memperhatikan ga paham. Tapi setelah main board games nya nanti paham materinya juga.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Karena kita kaya main game gak kerasa belajar, jadi interaktif dan menyenang.

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengan board games dan PBL ?

B : Saya kadang gak terlalu paham intruksi permainanya, dan kadang bingung kosa kata yang mau di ungkapin.

Student 4

Name : Yusuf

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai
respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Iya kak, Nama saya Yusuf

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya, soalnya saya ga terlalu bisa ngomong Bahasa Inggris, cuman belajar Bahasa Inggris disekolah, Jadi susah kalo disuruh ngomong Inggris

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Seru, belajarnya jadi menyenangkan dan gak bosenin.

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Iya , saya jadi mudah paham materi Bahasa Inggris nya

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Karena pembelajarannya digabung dengan permain, seperti board games tadi jadi seru.

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengam board games dan PBL ?

B : Ketika diskusi di kelompok itu sangat seru dan memudahkan kita paham, namun saya kadang lupa kata di Bahasa Inggris, jadi saya perlu nyusun dan bertanya ke guru bila teman tidak tahu.

Student 5

Name : Aisyah

A : Halo dek. Saya kak Liya ingin melakukan wawancara mengenai

respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Boleh kak, nama saya Aisyah .

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Saya suka Bahasa Inggris, tapi saya lebih suka reading dibanding speaking kak, jadi saya kurang paham ketika guru ngomong full Inggris.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Jadi lebih mudah paham materi , bisa lebih aktif di group diskusi sekalian praktik berbicara Inggris makin banyak, terus juga bisa menyalurkan pikiran di diskusi.

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Iya , asik dan seru kak , mudah dipahami pelajarannya.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Saya tidak memiliki banyak kesempatan dalam berbicara menggunakan Bahasa Inggris dikelas maupun di luar kelas, Mrs. Piah selalu mendorong kita berbicara dibahasa Inggris mulai dari kalimat yang mudah seperti izin ke toilet atau bertanya, Ketika Mrs. Piah memberi masalah untuk didiskusikan di board games tabel itu membuat saya banyak berlatih bicara di Bahasa Inggris.

Student 6

Name : Nino

A : Halo dek. Saya kak Liya ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? nama mu siapa ?

B : Iya kak, nama saya Nino

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya , saya kurang kosata Bahasa Inggris dan jarang ngomong di Bahasa Inggris.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Saya sangat senang dan menikmati pembelajaran Bahasa Inggris hari ini, karena bord games membantu saya lebih semangat belajar .

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Iya sangat membantu jadi belajar dengan senang , dan juga kesempatan lebih praktik berbicara Bahasa Inggris dengan cara yang menarik.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Karena games selalu seru dan menarik, Jadi makin semangat dan fokus mengikuti pelajaran kak. Bikin imajinasi dalam belajar lebih berkembang juga.

Student 7

Name : Meisya

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian

board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Iya kak, panggil Memei/ Meisya.

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya, soalnya saya gak pandai pelajaran Bahasa Inggris kak.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Bagus dan seru soalnya membantu saya lebih paham dengan praktik langsung di board game nya kak.

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Pembelajarannya bikin saya tertarik, gak bosen jadi lebih menekmati ketika jam pembelajaran. Jadi mudah paham penjelasan materinya.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Ya itu kerna guru kita menerapkan pembelajaran inovatif dan interaktif dan juga snagat menarik minta anak untuk lebih fokus selama pembelajaran berlangsung.

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengan board games dan PBL ?

B : Saya kadang malu jika guru meminta saya menjelaskan hasil atau solusi dari masalah yang didiskusikan, apalagi ketika setiap anak ada gilirannya itu membuat saya nerves kak.

Student 8

Name : Anggara

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Boleh kak, Nama saya Anggara

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya, kadang-kadang saya lupa kata yang mau saya ucapkan dalam Bahasa Inggris

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Seru, jadi makin semangat belajar nya terus juga kita dikasih soal untuk di jawab dan diskusi, bisa juga mengungkapkan pendapat tapi harus dengan Bahasa Inggris kalo di kelas nya Miss Piah.

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Iya lebih menyenangkan dan gak bikin bosan, lebih fokus dan paham inti materinya.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Karena berbentuk games dengan bentuk yang menarik dan kreatif , Miss Piah juga memnyuruh kita menjawab masalah di board games, dan diskusi kelompok juga jadi bisa saling memahamkan.

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengan board games dan PBL ?

B : Kadang susah ngomong nya dibahasa Inggris , harus tau kata atau kalimatnya dulu, tapi seru jadi saya gak terlalu pusing hehehe.

Student 9

Name : Moreno

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Boleh, nama saya Moreno kak.

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya , suka ngeblank bingung kalo disuruh ngomong di Bahasa Inggris.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

A : Iya lebih menyenangkan dan cepat paham kak.

B : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

A : Karena kita belajarnya gak kerasa belajar, lebih seru kayak belajar sambil bermain gitu kak.

B : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

A : Karena lebih menarik dan design yang mudah dipahami, terus juga kita di suruh memecahkan masalah dan diskusi di dalam kelompok dalam memainkan board games jadi aktif dan seru .

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengan board games dan PBL ?

B : Gak ada, soal nya saya selalu enjoy kalo Miss.Piah ada games seperti hari ini kak.

Student 10

Name : Kayla

A : Halo dek. Saya Kak Liya ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian board games dan problem based learning model, boleh minta waktunya sebentar ? Nama mu siapa ?

B : Iya kak, nama saya Kayla

A : Apakah kamu sering mendapat kesulitan dalam belajar berbicara di Bahasa Inggris dek ?

B : Iya bingung dengan kata yang mau ucapkan , soalnya jarang berbicara pakai Bahasa Inggris, cuman di kelas Bahasa Inggris saja soalnya diwajibkan gurunya.

A : Tadi kan dikelas Miss Piah ngasih pembelajaran board games, apa pendapat mu tentang penggabungan board games dan PBL ?

B : Menarik, menyenangkan dan membantu lebih muda dalam belajar Bahasa Inggris.

A : Menurut mu ketika Miss. Piah mengajar dengan board games dan PBL di kelas lebih menyenangkan dan mudah memahami materi nya gak ?

B : Iya lebih menarik, gak bosenin, bisa fokus dengan belajar tapi seperti bermain juga , jadi saya cepat menangkap materinya.

A : Menurut adek kenapa board games dan PBL itu bikin seru dan mudah di pembelajaran Bahasa Inggris ?

B : Karena dalam bentuk bermain games jadi kita tertarik, kalo cuman ngerjain tugas atau dengerin penjelasan guru kadang bosan, kalo ini serum akin semangat belajarnya, jadi bisa praktekin langsung juga dikelas tadi.

A : Apa kesulitan mu dalam belajar Bahasa Inggris dengan board games dan PBL ?

B : kalau dengan games tadi gak ada, cuman kosakata saya kurang kak.

APPENDIX II

Appendix 2 . Pictures of interview

The Researcher observed teaching learning process

Interview with the English teacher at Nasima junior high school Semarang

Interview with the students at Nasima junior high schoo Semarang

Interview with the students at Nasima junior high school Semarang

Appendix 3

Surat keterangan izin riset penelitian

YAYASAN PENDIDIKAN ISLAM NASIMA
SMP NASIMA
Jalan Trilomba Juang Nomor 1 Semarang 50241, Jawa Tengah
Telp. (024) 8316690 Fax. (024) 7620100
http://www.sekolahnasima.sch.id e-mail: smp@sekolahnasima.sch.id
22Q19878

SURAT KETERANGAN
Nomor : 316/ST/SMP Nas/X/2022

Yang bertanda tangan di bawah ini, Kepala SMP Nasima Semarang menerangkan bahwa:

Nama : Liya Amirotun Niswa

NIM : 1803046116

Fakultas : Ilmu Tarbiyah dan Keguruan

Judul Skripsi : Integrating Board Games and Problem Based Learning in Teaching Speaking Skill

Yang bersangkutan telah melakukan penelitian di SMP Nasima Semarang pada 24 – 25 Oktober 2022.

Demikian surat ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Semarang, 26 Oktober 2022
Kepala Sekolah

Yudina Tri Heryanti, S.Pd.
NIPY. 20131300

CURRICULUM VITAE

A. Personal Data

Name	**:** Liya Amirotun Niswa
Date of birth	**:** 23, Juni 1997
Place of birth	**:** Ds. Kedungkarang Rt: 04 Rw: 01 Kec. Wedung, Kab. Demak.
No.HP	**:** 085747807542
Email	**:** liyaniswa13@gmail.com

B. Educational Background

1.	SD Negeri Kedungkarang	2003-2009
2.	MTS Darul Ulum Jepara	2009-2013
3.	SMK Cordova Pati	2013-2016
4.	UIN Walisongo	2018