

# IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH BOARD GAMES TO THE TENTH GRADE STUDENTS OF SMA NEGERI 2 PADANGSIDIMPUAN

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## ABSTRAK

*Penelitian ini dilakukan oleh penulis untuk mengetahui seberapa jauh peningkatan keterampilan berbicara siswa setelah mereka diajarkan dengan menggunakan permainan papan. Populasi penelitian ini adalah siswa kelas X SMA Negeri 2 Padangsidempuan tahun akademik 2017 - 2018. Ini terdiri dari 214 siswa dan mereka dibagi menjadi 7 kelas. Peneliti mengambil cluster random sampling sebagai teknik pengambilan sampel dalam penelitian ini. Ini berarti sampel diambil dua kelas dari populasi secara acak, yaitu X2 dan X3 yang terdiri dari 63 siswa. Metode penelitian adalah Penelitian Tindakan Kelas (PTK) dan sebagai instrumen untuk mengumpulkan data yang dibutuhkan, penulis menggunakan tes, yaitu tes lisan dan tertulis. Setelah mengumpulkan data yang diperlukan, langkah selanjutnya yang dilakukan oleh penulis adalah menghitung nilai rata-rata keterampilan berbicara siswa dalam setiap siklus dengan menggunakan rumus Anas Sudijono. Kemudian penulis menghitung persentase siswa yang telah berhasil mencapai kriteria ketuntasan minimal (KKM) kemudian mengidentifikasi peningkatan skor keterampilan berbicara siswa sebelum dan sesudah menggunakan permainan papan. Dari data yang telah dihitung pada pra siklus menunjukkan kemampuan berbicara siswa kepada siswa kelas X SMA Negeri 2 Padangsidempuan tahun akademik 2017 - 2018 dikategorikan rendah (57,14), dengan persentase KKM yang lolos adalah 7,94%. Sedangkan hasil dari siklus 1 dan siklus 2, dapat dikatakan keterampilan berbicara siswa telah meningkat dari kategori rendah ke kategori mampu (72,30 dan 81,67), dengan persentase KKM yang lulus pada siklus 1 adalah 36,51% dan pada siklus 2 adalah 80,95%. Akhirnya, berdasarkan semua analisis data yang telah dilakukan oleh penulis telah menjawab hipotesis yang artinya hipotesis yang telah dibuat sebelumnya diterima. Dengan kata lain, penggunaan permainan papan bagus untuk diterapkan dalam meningkatkan keterampilan berbicara siswa kelas sepuluh SMA Negeri 2 Padangsidempuan pada tahun akademik 2017 - 2018. Melalui penerapan permainan papan edukasi, itu dapat meningkatkan rasa ingin tahu dan kreativitas siswa. Peserta didik dapat bergiliran membuat kalimat masing-masing di sekitar kelompok, atau dapat saling memanggil.*

Kata Kunci : permainan papan edukasi, kemampuan berbicara

## ABSTRACT

This research is mainly conducted by the writer in order to find out how far the improvement of the students' speaking skills after they are taught by using board game is. The population of this research is the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year. It consist of 214 students and they are divided into 7 classes. The researcher takes cluster random sampling as the technique sampling in this research. It means the sample is taken two class from the population randomly, they are X<sup>2</sup> and X<sup>3</sup>. It consists of 63 students. The method of research is Class Action Research (CAR) and as the instrument for colleting the needed data, the writer uses the test, both oral and written test. After collecting the needed data, the next step which is done by the writer is calculating the mean score of the students' spesking skills in each cycle by using the formula of Anas Sudijono. Then she calculates the percentage of the students who have

succeeded in achieving the minimal completeness criteria (KKM) then identifies the improvement of the students' speaking skills score before and after using the board games. From the data that has been calculated in the pre-action shows the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year can be categorized into low category (57.14), with the passed KKM percentage is 7.94%. While the result from cycle 1 and cycle 2, it can be stated the students' speaking skills has improved from low category upto capable category (72.30 and 81.67), with the passed KKM percentage in cycle 1 is 36.51% and in cycle 2 is 80.95%. Finally, based on all the data analysis that has been done by the writer has answered the hypothesis. It means the hypothesis that has been made before is accepted. In another word, the using of Board game is good to be applied in improving the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year. Through applying educational board games, it could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other.

Keywords : educational board games, speaking skills

## I. INTRODUCTION

Using daily used game like board games can be a useful media in mastering speaking ability for the students in senior high school because it can provide the students' challenging to speak out the answer some questions and situations that are included in the board games. Therefore, in this case, the researcher will choose a board game as a media to teach speaking and see the effectiveness of board games towards students' speaking skill at the tenth grade students of SMA Negeri 2 Padangsidempuan, and the writer makes the topic of her research as follows: "Improving the students' speaking skills through board games to the tenth grade students of SMA Negeri 2 Padangsidempuan".

Beside the reasons given above, the writer has chosen the topic based on the following reasons :

1. The writer is interested to know about how far the improvement of the students' speaking skills through board games is.
2. Most of students are not interested in teaching process because the teacher just gives monotone technique to teach the students' speaking.
3. The students are not motivated in speaking because there is no chance to speak outside the class.
4. As far as she knows that the topic has never been researched by other

researchers in Graha Nusantara University before. So that it is as the newest topic in the educational research.

Considering that there many problems that influence speaking skills, it was impossible for the writer to reasearch all the factors, because of the ability of the writer related to the reference books, fund and time so that it needs limitation. Beacuse of that, the writer would like to explain the limitation of this research as follows :

1. The students' speaking skills in the topic of this research means the students' skills in mastering pronunciation, vocabulary, grammar and fluency to speak in order to tell their ideas, to show their opinion about something that stated in their material.
2. Board game in this case means a game that when you play it you throw the dice in the counters and you can step forward based to dice. A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal that a player aims to achieve.

One of the important aspects in conducting a research is formulating the problem of the research, because the problem is the spirit of the research, the problem motivates the writer to think in order to get something. Based on the explanations, the writer formulates the problem of this research as follows : “How far is board game improve the students’ speaking skills?”

The main purpose of conducting this research is to find out how far the improvement of the students’ speaking skills after they are taught by using board game is.

The hypothesis of this research as follows : “There is a significant improvement of the students’ speaking skills after they are taught by using board game”.

Concern about the explanation above on the background the topic, this research is conducted to get the benefits, because every scientific research is conducted in order to get the benefits, both for the writer and the people. Therefore, in this sub-chapter the writer would like to describe the uses of conducting this research as follows :

1. For the writer, this research can be used as media to implementing his knowledge of the further information to do better quality of English Education especially in teaching speaking.
2. For the English teacher in the schools, this research can be used as the input in teaching material that concerns with the topic of this research in order to develop the students’ speaking skills especially in taught by using board game.
3. For the students, the result of this study is expected to give them a valuable input about how to teach their speaking ability of English for mastering the language. It is important because one of the aims of teaching English in Indonesia is for communication. So, by improving their speaking ability, they can interact

in English each other on the context of study and daily social activities.

4. The result of this research can be useful as the reference in conducting the relevant research for the other writer especially in the English educational research.

## II. THE REVIEW OF LITERATURE

### Speaking Skills

Speaking is the most important skill to be mastered in language learning. It is fact that language learning is successful if the learners are able to use the language in their communication. Richard and Renandya (2002) state, “Speaking is one of the central elements of communication in EFL.”

Alderson and Bachman (2004) also state, “The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language.” However, to gain the speaking in communicating English is not as easy as to speak in students’ native language. Speaking is an interactive activity that is delivered by the people as a speaker, and should be understood and being listened unconsciously by the other as a listener. It is also called communication.

Communication involves two people; the speaker or the sender and the listener or the receiver. People can exchange the information each other through the process which can be said as communication. Cremin (2009) adds that oral skill, that is speaking, is an important foundation for the development of literacy. It means that speaking also has not only contribution in communicative aspect, but also in literacy. She also added that talking enables learners to think aloud, formulate their thoughts and opinions, and refine and develop their ideas and understandings through engaging in meaningful dialogue with others.

People assume that by mastering speaking, they have been success in foreign language learning. Supporting this statement,

Nashruddin (2013) states, "To be able to speak shows someone's success in learning a language." It is true that the purpose of speaking is to get the best result in language learning, especially English as students' target language.

In conclusion, speaking is the activity of transferring meaningful idea from one person as speaker, to other people as a listener. Speaking in English is useful to gain the communication around the world. English becomes the international language that is used and learned by many other countries as a second or foreign language. The speakers say words and utterances to the listeners not only to express what are in their mind and convey the messages, but also to maintain and sustain the relationship among of them. It is based on the phenomena that most people might spend much time to communicate each other in their daily lives. It can be inferred that speaking is the activity to express ideas, opinions, and feeling to other people by using words or sounds in order to reach the goals of speaking activity itself.

These statements are supporting the idea that speaking is important to get the best future for education and daily communication.

### **Communicative Language Teaching (CTL)**

Richards and Rodgers (2006) state, "This was partly a response to the sorts of criticisms the prominent American Linguist Noam Chomsky has leveled as Structural Linguistic theory." It means that CLT has existed since some linguistics was in contradicting of Noam Chomsky about his Structural Linguistic theory.

### **Board Games**

Hadfield (2005) says, "A game is an activity with rules, a goal and element of fun. Each game has its own rules to play it. People should have a purpose for each game that they have to play. If they do not have the aims, they cannot plan the games properly and

finally the games just for fun. It is not having one goal why people should play those games.

In conclusion, it is good to use games for making a relaxed way in teaching process. So the students can involve and get a challenge to use English in their classroom activities. It is also easy to entertain and make fun activities when teachers use appropriate media in teaching. If the students feel fun and enjoy in playing games, learning speaking English will also be more fun. By considering this explanation, the writer used one kind of fun games in this experiment. That is board game.

Games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. For the classroom activities, games can be used in personal, groups, or for the whole class. For this research, the writer used kind of games that is played in the team.

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal that a player aims to achieve. ([http://en.wikipedia.org/wiki/Board\\_game](http://en.wikipedia.org/wiki/Board_game)).

Today, some teacher is using board games as teaching media to their students. They are used board games to teach some subject that related with board games. Educational board games are the best solution for you to when you face your problem in teaching some subject at school. Board games are something unique when you include in your educational teaching aids. Through applying educational board games is belief could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other. Educational board games are the best solution for teacher problem. In addition, board games are very attractive and interesting games.

## The Frame of Mind

Speaking is an interactive activity between two or more people as a speaker and listener by using language that is understood by both speaker and listener. Although teaching speaking is not an easy job to do, many techniques that are appropriate in learning process can be good helper to make it easy and fun. One of the techniques is by using communicative games.

Board game is one of communicative games that can be used as a technique in teaching productive skill like speaking. Through board games, the students can explore their ideas and force themselves to use English in interacting with other people in classroom activities. By using board games in teaching speaking, the writer expects that the students' speaking skill can be achieved. Games can be used to promote speaking activities. Sometimes students cannot speak up their ideas because they do not know what they should say. By using board games, the students can speak according to the instruction that they must say. It can make easy for student to know what sentence that they can speak up for each material.

According to the statement of the problem, this study is conducted to find out how far the improvement of the students' speaking skills after they are taught by using board game is.

## III. THE METHODOLOGY OF RESEARCH

In order to get a clear description about where the research took place, it's necessary to mention the location and the time of the research as detail as possible. This research is conducted in SMA Negeri 2 Padangsidempuan and this research is carried out in 2017 – 2018 academic year. It is located on Jl. Sudirman No. 186, North Padangsidempuan.

The reasons of the writer chooses the school because: 1). This school has never yet made as a place for research for the same

topic. 2). The data needed for the research are available in this school, and 3). The topic is relevant to the students' competence and, 4). It is easy for getting the data.

A research needs data, without collecting data, it is impossible to do the research, data has very important role. Arikunto (2009) says: "*Instrument adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan data agar kegiatan tersebut menjadi sistematis*". It means that instrument of the research is a tool of facility which choose and used by the researcher in collecting data so, an activity to be systematic.

Furthermore, Yaumi (2013) says: "That instrument is an activity or special questions which use for competence evaluating that use value methods". Meanwhile, Notoatmodjo (2010) says: "That instrument is tools which use to collect the data. The instrument means as a tool that is used to test or to measure the result of both variable".

Based on the explanation above, it can be concluded that instrument of the research is the tool for collecting the data that is used by the researcher to get the data from respondent in the research field. To get the accurate data about the students' speaking skills, in this case the writer use oral test. The oral test was divided into two parts; the pre-test and the post-test. The form of oral test was interview and monolog test. Because it is oral test, the writer divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, was rated into five scale of rating scores, it is based on Haris' scale (1997) rating scores.

| Aspects       | Criteria   | Score |
|---------------|--|-------|
| Pronunciation | Have few traces of foreign accent.                                 | 5     |
|               | Always intelligible, though one is conscious of a definite accent. | 4     |

| Aspects | Criteria   | Score |
|---------|--|-------|
|         | Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.                                 | 3     |
|         | Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.                                       | 2     |
|         | Pronunciation problems to severe as to make speech virtually unintelligible.   | 1     |
| Grammar | Makes few (if any) noticeable errors of grammar or word order.   | 5     |
|         | Occasionally makes grammatical and/or word-order errors which do not, however, obscure, meaning.                                     | 4     |
|         | Makes frequent errors of grammar and word order which occasionally obscure meaning.  | 3     |
|         | Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns. | 2     |

| Aspects    | Criteria   | Score |
|------------|--|-------|
|            | Errors in grammar and word-order so severe as to make speech virtually unintelligible.           | 1     |
| Vocabulary | Use of vocabulary and idioms is virtually that of a native speaker.                              | 5     |
|            | Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.  | 4     |
|            | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. | 3     |
|            | Misuse of words and very limited vocabulary make comprehension quite difficult.                  | 2     |
|            | Vocabulary limitations so extreme as to make conversation virtually impossible.                  | 1     |
| Fluency    | Speech as fluent and effortless as that of a native speaker.                                     | 5     |
|            | Speech of speech seems to be slightly affected by language problems.                             | 4     |
|            | Speed and fluency are rather than  | 3     |

| Aspects       | Criteria  | Score |
|---------------|---|-------|
|               | strongly affected by language problems.   | 2     |
|               | Usually hesitant; often forced into silence by language limitations.  |       |
|               | Speech is so halting and fragmentary as to make conversation virtually impossible.  | 1     |
|               |   |       |
| Comprehension | Appears to understand everything without difficulty.  | 5     |
|               | Understands nearly everything at normal speed, although occasional repetition maybe necessary.                                      | 4     |
|               | Understands most of what is said at slowerthan- normal speed with repetitions.  | 3     |
|               | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. | 2     |
|               | Cannot be said to understand even simple conversational English.  | 1     |

In order to ease the computation, the researcher adopted the small score of J.B Heaton to the scale of 100 as follows:

5 = 85-100

4 = 75-84

3 = 65-74

2 = 55-64

1 = Below 55

After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test had been given before the treatment was given. Moreover, the post test was given after he had given the treatment to the class. The researcher also used recording as supporting documentation in this study. For gaining a score, the competent teacher helps the writer to do a scoring because the writer has no authority to do the scoring.

### 3.3. The Method of Research

As in a research, the researcher needs a method in order to make the research runs well as it must be. In other words, the research can run systematically. Sugiyono (2002) states: "*Metode penelitian merupakan cara ilmiah yang digunakan untuk mendapatkan data dengan tujuan tertentu* (Research method is a scientific way that is used to get the data with particular purpose)." It's means methodology that, the research method is the way to get the research data from the field.

There are some kinds of method in research; they are: survey, descriptive, historical, evaluation, naturalistic, action research, experimental and policy research method.

Every researcher should be able to choose which method that is suitable for their research which is associated with the problem is going to be researched. In this case, the writer chooses class action research (CAR) as the research method, because this research is assumed in order to find out how far the

improvement of the students' speaking skills after they are taught by using board game is.

The population of this research is the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year. It consist of 214 students and they are divided into 7 classes.

The sample is taken two class from the population randomly, they are  $X^2$  and  $X^3$ . It consists of 63 students.

As it has been explained before, this research is conductes in order to know how far the improvement of the students' speaking skills taught by using board games to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year. In implementing this research the writer applies the steps as follows:

1. After the writer passing the seminar of proposal, the writer takes the agreement letter from the Teachers Training and Education Faculty of Graha Nusantara University Padangsidempuan which is signed by the Dean.
2. The writer gives the letter of agreement to the head master of SMA Negeri 2 Padangsidempuan to get permission to make a research in that school. Then the writer makes the observation in order to get information.
3. The writer prepares the necessary instrument to do the research.
4. The writer prepares the material to be applied when research.
5. The writer treats the instrument to the students. This activity is helped by the English teacher in the school.
6. The writer scores the students' answer sheets.
7. The writer analyzes the data by using the statistical analysis in order to know how far the improvement of the students' speaking taught by using Board game

8. The writer calculates the mean score, both the mean score of the Board game and students' speaking skills.

#### IV. THE RESULT OF RESEARCH AND DISCUSSION

Through the analysis the data, it has been known that the students' mean score of cycle 2 showed the higher improvement than the comparison of mean score in pre-action, the percentage is **42.95%**. From this percentage, the CAR has been succeeded because the criterion of the action success is **30%**. It means, "There is a significant improvement of students' speaking skills after they are taught by using Board game to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 – 2018 academic year" so the hypothesis of this research is accepted.

From the data that has been calculated in the pre-action shows the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year can be categorized into low category (57.14), with the passed KKM percentage is 7.94%. While the result from cycle 1 and cycle 2, it can be stated the students' speaking skills has improved from low category upto capable category (72.30 and 81.67), with the passed KKM percentage in cycle 1 is 36.51% and in cycle 2 is 80.95%.

Finally, based on all the data analysis that has been done by the writer has answered the hypothesis. It means the hypothesis that has been made before is accepted. In another word, the using of Board game is good to be applied in improving the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year.

The finding of this research supports and proves the idea as what is stated by Wright that game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. By interacting and communicating each other through board



games, the students can learn easily, and it can improve the students' score in speaking skill. By improving their score in speaking, automatically the students improve their English as a foreign language.

Through applying educational board games, it could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other.

Educational board games are the best solution for teacher problem. In addition, board games are very attractive and interesting games. Through game-like activities can cheer up the class and make language learning more pleasurable and easier to learn.

It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. The students were interested in playing the board game for English vocabulary learning. Since it is about vocabulary mastery, the writer proved that board game is also effective to be applied towards students' speaking skill.

Based on those theories, they strengthen this result that board game is effective towards students' speaking skill at the tenth grade students of senior high school.

## **V. THE CONCLUSIONS AND SUGGESTION**

### **The Conclusions**

The conclusion is a simple summary of some written. By reading the conclusion part the readers are able to find out what is exactly the result of research. Formulating the conclusion of research is really important to be done by the writer. With the existence of conclusion, a research can be stated as the good research and useful for the others.

Considering to that statement, in this chapter the writer would like to deliver the conclusions of this research toward the readers. It refers to the following information:

1. Board game is good to be applied in improving the students' speaking skills. It can be known from the mean score of the students' speaking skills in pre-action is 57.14. While the mean scores of the students' speaking skills in cycle 2 is 81.67.
2. The students' speaking skills has improved. The improvement percentage of the students' speaking skills before and after using Board game is 42.95%.
3. The percentage of the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year who have succeed achieving the minimal completeness criteria (KKM) in the pre-action is 7.94%, in cycle 1 is 36.51%, and in the last cycle is 80.95%.
4. The highest students' score in the last cycle is 95 and the lowest is 65.
5. The hypothesis of this research is accepted.

### **The Suggestions**

Based on the writer's research and observation, she assumes that using communicative games like board game is appropriate and applicable in teaching speaking English to a foreign language learner. Therefore, she suggests :

1. English teacher should make a creative and effective method in teaching speaking. She also suggests that the teacher can try to use the board game as a proper technique for classroom activities in speaking English especially.
2. By using board games, it can make the students be more confident to use English in their activities, be easier in understanding a new language, and be more interactive each other in the

classroom. The success in teaching doesn't depend on the lesson program only, but more importantly is how the teacher can present the lesson and use various techniques to manage the class more lively and enjoyable. Being aware that speaking is important in global communication, the students should be trained to be confident to speak up their ideas in English fluently and understandable to reach communicative classroom activities.

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