



## DEVELOPING COMMUNICATIVE BOARD GAME IN SPEAKING DESCRIPTIVE TEXT TO EFL YOUNG LEARNERS

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### Abstract

We can find many problems in English Classroom especially in speaking classroom to EFL young learners. Most students do not want to talk or say anything and they have low motivation to learn English. Students feel afraid or “under pressure” and feel bored. Most of English classroom does not provide enjoyable, fun, interesting and challenging atmosphere to the students. The teacher has to be inventive in selecting interesting materials and activities and also s/he should provide a great variety of these materials and create more enjoyable speaking class through role play, discussion or create some kinds of game to promote student’s speaking ability. One of the goals of teaching English is that how students use the target language orally which reflects the use of communicative competence and applies it in real communication. The purpose of learning a language is to acquire a 'communicative competence' with a focus on meaning and communication among the important reasons (Nunan, 1989). What is needed in order to use language communicatively was communicative competence (Richards, 2006). Therefore modified game like Monopoly Board game is needed as a new medium to help students speak descriptive text easily in a fun way. Because games create fun and relaxing atmosphere (Uberman, 1988). This study used R & D model by Borg and Gall to develop the communicative board game to speaking descriptive text to EFL young learners as an innovation of English teaching media which is support communicative language teaching. Besides, this study also investigated the students’ response toward the implementation of the game developed. The expert validation showed that the game is appropriate for the students to help develop objectives of the study. This game also fulfills the criteria of a good game as teaching medium. Furthermore, data from observation and interview showed that most of the students gave positive response and teacher agree that Board game is helpful for student in learning Speaking Descriptive text.

*Keywords : Communicative, Board Game, Descriptive, EFL, Young learners.*

### INTRODUCTION

In recent years there has been a good deal of debate on the teaching of English to young learners. Age has often been considered as a major factor determining success in learning a second or a foreign language. Children are generally considered to be capable of acquiring a new language easily and with little effort. Young children put far less effort to learn new languages compared to that of adults learners (Halliwell, 1992 :Harmer, 2007; Krashen, 1981). The mood of young learners tends to change even each minute, and they find it extremely difficult to sit still.

On the other hand, they can show a greater motivation to learn a foreign language than most adults do.

In order to be effective in teaching English, the teacher has to be inventive in selecting interesting materials and activities and also s/he should provide a great variety of these materials. For example ; cartoon, realia, songs, flashcards and games are suitable means to foster young learners 'imagination and fantasy (Sert, 2004). Additionally, brightly colored visuals, toys and puppets are quite effective to keep young learners engaged in activities (Linse&Nunan, 2005). According to Harmer (2007), since children are curious and love discovering things, games, physical activities and songs.

As a teacher we have also to consider about, how children learn and how they learn language, how to create the most suitable classroom environment for young learners acquisition of languages and how to design and create materials for the young learner classroom. Children are born with an innate capacity and need to discover and explore, and these innate capacity and need should be supported by educators, families and social environment in order to facilitate a more successful and fruitful academic life in advance for young learners (Reilly & Ward, 2003 :Pinter, 2006). When supporting these skills, different activities, methods and instruments enhance the process of learning in early childhood. The use of various teaching activities to teach a foreign language has a great influence on these learners (Cakir, 2004).

Using different teaching instruments such as game, songs, realia and some different techniques and activities for the children. Game is one of the most important and useful teaching instrument for young learner. Because of the ages, grades and characteristics of very young learners, games are thought to be indispensable parts of early childhood education. John Dewey believes that children learn while playing and that children's engagement in playing can be associated with everyday activities (Morrison, 1997). Piaget emphasizes that play promotes cognitive knowledge and thanks to games, children construct knowledge or their world (Morrison, 1997). Vygotsky believes that much learning takes places when children play. He states that language and developm One of the goals of teaching English is that how students use the target language orally which reflects the use of communicative competence and applies it in real communication. The purpose of learning a language is to acquire a 'communicative competence' with a focus on meaning and communication among the important reasons (Nunan, 1989). What is needed in order to use language communicatively was communicative competence (Richards, 2006). Therefore modified game like Monopoly Board game is needed as a new medium to help students speak descriptive text easily in a fun way. Because games create fun and relaxing atmosphere (Uberman, 1988).ent may improve each other. When children play, they constantly use language (Mooney, 2000).

## **LITERATURE REVIEW**

Teachers must create more enjoyable speaking class by doing creative, effective and joyful activities such as role play, discussion or create some kinds of game to promote student's speaking ability. There are many ideas about teaching speaking, using games in the English class is the one which is the most easily accepted by students.

### **Why should games be used in classrooms?**

Using games is a good way to improve students' various skills, as Wright, Betteridge and Buckby (2006) say, "*Games can be found to give practice in all the skills, in all the stages of the*

*teaching and learning and for many types of communication*". By game, the students can learn English fun and easily. We know that, modern language teaching approaches, have focused on improving the learner's ability to communicate in the target language and game is one type of communicative activities.

Games allow the students to show a little of their personalities, build relationship with others, and practice various skills. In Monopoly Speaking Game, the teachers can create the materials, and activities based on the learning objectives. Monopoly Speaking Game is fun and interesting, thus motivating. They require interaction.

### **Why use communicative board game in EFL young learner classrooms?**

The writer assumes that the teacher needs an appropriate English material, teaching technique and game as a media in order to make the students to be active in speaking and can improving their speaking ability in descriptive text. In this research, the writer designed a speaking game through the use of **Monopoly Game**. The game was called **Communicative Board Game**. It was a modified version of the conventional monopoly game. The writer chose Monopoly Board Game because it is the famous game in all over the world, so we hope the student have known the basic rules, and they easy to play because they have already familiar with Monopoly. The writer hope, as a teacher, we can easy use and modifying the content of Board Game with many speaking activities, new materials, objectives to developing speaking ability of the student with challenging, interesting and familiar game for them. In Indonesia, the students are learning English on text based, one of the text learnt in Elementary School and Junior High School is descriptive text. There are some speaking learning objectives in descriptive text, they are: students are able to describe things, students are able to describe animals, and person. Through Communicative Board Game teachers can create the materials based on the Learning Objectives and Lesson Objectives.

### **METHOD**

This study used research and development method with quality approach. Research and Development (R & D) is a process used to develop new educational products which are systematically field tested, evaluated, and until they meet specific criteria of effectiveness (Borg & Gall, 2003). In this study, all steps in Borg and Gall's R n D design were not fully taken. A modification of Borg and Gall's design are made. Research steps such Dissemination and Implementation were left so that the steps taken in developing communicative board game were information collecting, planning, developing preliminary form of product, material and media expert validation, preliminary field testing, and final product revision. Since the research was intended to develop a new game as teaching media, media and material experts were involved to validate that it would be appropriate to use as a medium of an instruction. The material expert was an English teacher of a school in Indramayu West Java, while the media expert was a lecturer in Indramayu. To develop the game, preliminary and main field tests were done. The small scale field tests were conducted in SMPN Unggulan Sindang grade 7, to know the students response toward the game. The sample of the population were 8 students in the preliminary field test and 16 students in the main field test. The sample were taken randomly.

The data of this study were collected using three instruments; an observation checklist, an interview guidelines and a questionnaire . An observation checklist was included to the structured observation and was used to get the data. The interview was done with the students

and the teacher. The interview for students was aimed to know the students' responses toward this game while the interview with the teacher was aimed to know whether the game fitted the students. There were four aspects covered in the questionnaire: i.e. the suitability of the material for the students, the effect of the product towards the students, the applicability, the design and the language of the game. The semi structure questionnaire was used both media expert and material expert. The items in the questionnaire were about the appearance, the content of Communicative Board game, and also the students's behaviour while playing the game. In conducting this study, a qualitative data analysis was used. The data was analyzed based on the order of data collection technique. First, the data gained from the questionnaire filled by the experts were analyzed to revise the product to be tested in main field. Second, the data got from observation checklist and interviews were analyzed too. After the main field testing was done, the data from experts' answer on the questionnaire, the result of the interview, and the observation checklist were analyzed.

## FINDING AND DISCUSSION

### Developing the Board Game



Picture 1 Preliminary form of the product

As seen on Picture 1, the preliminary form of Communicative Boardgame is a modification of conventional monopoly game. In the conventional monopoly's board, there are forty spaces with the name of countries in each block, while Communicative Board games is divided into 15 zones or spaces. In Modifying *English Monopoly Speaking Game or Communicative Board Game*, the writer needed to construct the materials and tasks, they are related to speaking activities. There is a large and big board ( 2 meters x 2,5 meters), one big dice, big pawn, money, cards are the tools to play the game. The Zones in this Monopoly Game are:

1. **Start** (All the players from each group start the game from this zone). To decide who goes first, each player rolls the dice. Whoever gets the highest number, they will play firstly.
2. **Guessing who is she/he** (If the player landed in this **zone**, she/he has to take one card and they must read the descriptive text on the card, and ask their friends in his/her group to guessing who is she/he. If the members of group can answer correctly, the bank teller will give them some money as a reward. The person in the text is a famous person, so our student can guessing them. Teacher can create the text, here they are,  
He is an Indonesian comedian actor. He is from Bandung West Java. He played in Opera van Java and one popular talk show. Who is he? Etc).
3. **Congratulation you get scholarship Rp. 100.000,-**(If the player landed in this **zone**, she/he will receive the money from the banker because he/she got scholarship. This is a game, so to make competitive and fun atmosphere, there are some reward for player).

4. **Free Parking in STARZone.** (If the player landed in this **zone**, she/he can choose to land everywhere, all in the STAR zone).
5. **Guessing the profession** (If the player landed in this **zone**, she/he must describe the picture on the card and let the other members of his/her group to guessing the profession on the card).
6. **Congratulation you get prize Rp. 50.000,- from the Bank.** (If the player landed in this **zone**, she/he will receive the money from the Bank).
7. **Two Steps forward** (If the player landed in this **zone**, he/she must go 2 forward from his/her zone).
8. **You Lose in Jungle** (The rule, if the player landed in this zone, he/she must throw the dice once again to get 6, if they want to free from this zone, but if they can't get 6, they must go back to START).
9. **Bank Challenge** (If the player landed in this zone, he/she will take a card, read the explanations and ask his/her friend from the same group to guessing the answer to get the reward/money from the Bank teller. **The example of explanations in the cards:**
  - a. **Guessing, the job/profession**
    - 1) I make sure everyone follows laws to stay safe. I stop thieves and help keep you safe. I help direct traffic. Who am I?
    - 2) I usually wear a white coat and hat. I have to get up early in the morning. It is very warm where I work. I have to mix different ingredients together in my job. Who am I ?
    - 3) I take you to school and back home. I drive a large yellow bus. I keep you safe on the road. Who am I?
  - b. **Guessing, what is it? (Thing)**(example:I am used on Ice. I am worn on your feet. I have sharp blades on the bottom of me. Who am I ?)
  - c. **Describe the picture.** (If the player landed in this zone he/she must take one card and describe the picture, the pictures are about things, animals, fruits, vegetables, profession etc. And their friends must guess the picture to get the score/money from the banker).
  - d. **You have to pay tax Rp. 50.000,-** ( If the player landed in this zone, the player must pay the tax to the bank).
  - e. **Speaking Corner** (If the player landed in this zone, he/she must take the card and answer or tell something based on the question or do the instruction in the card). For example :
    - 1) Do you have a pet? Please tell us about your pet, and its habit.
    - 2) Please tell about your hobby?
    - 3) Please tell about your family and your family activities every Sunday morning.
    - 4) Do you have an idol? Please tell us about your idol?
  - f. **Spelling the word** (If the player landed in this zone, he/she must spell the word in the card).
  - g. **What did you do on last holiday ?**(If the player landed in this zone, she/he must tell to the audiences or all the people about his/her experience on his/her last holiday).
  - h. **Vocabulary Zone : Mention the synonym or antonym** (If the player landed in this zone, he/she must mention 2 words as the synonym or antonym to get some money/reward from the banker/bank).

#### **The Rules in *Monopoly Speaking Game***

1. Teacher has the role as BANKER or bank teller. Banker rules are the same as in a standard monopoly game. He or she holds and manages the flow of money, and gives and does the

money transaction with the player if the player can do the activities, instruction or challenge in this game. He/she also has the role as Judge to choose the fair decision and makes sure the game can run well and also fair.

2. In this Monopoly Speaking Game, the teacher divides the students into some big groups, between 4 -5 big groups, containing 5-6 students.
3. We can play more than 1 or 2 rounds depending on the time we have or the time we need. (one round is if **ALL** groups go from the start and meet the start zone again).
4. After we have divided the groups, each group has a speaker, who plays the game and rolls the dice, but the speaker must be changed after he/she takes turns rolling the dice: all the members in a group are the speakers.
5. The teacher as a teller gives some money to each group in the same amount before the first player take turn rolling the dice. The amount of money is about Rp. 100.000,- up to Rp. 500.000,-. And if the group meets **the START ZONE**, the teller/banker must give money travel. It is about Rp.50.000 or more.
6. The players/speakers from each group take turns rolling the dice. Every time they roll the dice, they count the number of space/zone in the game and wherever they land, they must follow the instructions, which have been written in the card.
7. If they fall in Zone/Space “Lost in Jungle”, they must throw the dice once again to get 6 dots if they want to free from this zone. If they cannot get 6 dots, they must go back to **START** zone.
8. Finally, the players and banker count how many points/money they get. The winner of this game is the group who has much money than others.
9. Each group and player try to speak, and also try to answer the questions, do the challenge etc. No matter how bad their speaking, fluency, pronunciation, or intonations, the teller/teacher must appreciate their works or efforts.

### **Review from Material and Media Experts**

Based on the data obtained from the questionnaire given to the material expert, it was revealed that the modification done in conventional monopoly to be Communicative Board Game was really good. He believed it would make the students more enthusiastic in learning. Review from media experts contained judgment of the design and appearance of the game. According to the media expert Communicative Board Game would be able to increase students' enthusiasm in learning and it was appropriate to become a media in learning English especially in speaking descriptive text.

### **Field Test 1**

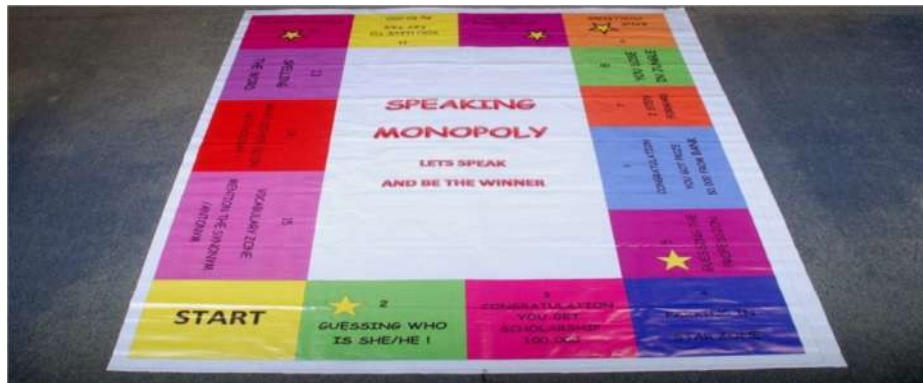
In field test 1, an observation and an interview with the students were done. Eight students were asked to play the game under the teacher's supervision. From the observation, it was revealed that the students well understood how to play the game. However, some students were not actively involved in the activity. To know the students' response toward Communicative Board Game, an interview with the students was done. Eight questions were addressed to the students related to familiarity with the game, and their opinion about the game. They considered that playing communicative board game was fun and it could make them learn English while playing the game. All students were happy after playing Communicative Board Game.

### Field Test 2

After the draft of the game was revised based on the feedback given in the field test 1, a second field test was conducted to assess the revised version of the game. Data from the observation showed that all students seemed to play Communicative Board game comfortably. An interview with the teacher was conducted after the interview with the students. From the interview it was revealed that almost all students were very familiar with the conventional monopoly game and it was quite a good idea. Then, when the teacher was asked about the difficulties in using the game, she said it was easier to organize the class and the board game supported the student to speak descriptive text.

### Revising the Game

Based on the results of the field test 1 and 2, the game was revised to meet criteria of a good game. Some features were revised and changed. Whole board was much better. Generally, the final product had good combination between color, and font and picture.



Picture 2 Final product of Communicative Board Game /Speaking Monopoly



Picture 3 Final Product: Dice



Picture 4 Final Product: Cards



Picture 5: Money from Paper



Picture 6 : Field Test

## DISCUSSION

Results from the observation, questionnaires and interview with the material and media experts, the students and the English teacher reveals that Communicative Board game is appropriate to use as a media to teach speaking descriptive text. By playing the game, the students will learn how to speak descriptive text more easily. The student enjoy it very much, look relaxed and very enthusiastic to try hard to collect much money or score. This is in line with the theories that Game in language taching is any enjoyable activity which gives young learns the opportunity to practice the foreign language in a relaxed and fun way (Martin, 1995 in Brewster and Ellies, 2002).

Wright (1994) also promote that games help and encourage many learners to sustain their interest and work and also help the teacher to create contexts in which the language is useful and meaningful. They add variation to a lesson and increase motivation because they are amusing and can create a meaningful context in which language use. Games offer a context in which language is used meaningfully to reach a specific goal (Hadfield, 1990). They bring real world



context into our classroom and also support a friendly competition and keep the students to participate actively in the learning activities. They provide language practice in the four language skills and encourage students to interact and communicate because it can be used to practice many types of communication. Based on the result of validation from both material and media experts and field tests, it can be concluded that Communicative board game meet the criteria of effective to use as a medium of instruction for teaching speaking descriptive text.

Teachers must create more enjoyable speaking class by doing creative, effective and joyful activities such as role play, discussion or create some kinds of game to promote student's speaking ability. There are many ideas about teaching speaking, using games in the English class is the one which is the most easily accepted by students. The English teachers can develop the learning quality and they can apply **Monopoly Speaking Game** in their language classroom in order to create interesting and enjoyable classroom.

### CONCLUSION AND SUGGESTION

Based on all processes in developing Communicative Board Game, it can be concluded that this study has successfully developed a game which is suitable for students to help them speak descriptive text. This game also fulfills the criteria of a good game as teaching medium which gives the students relaxing atmosphere, fun and opportunities to learn. Teacher can modify and add some possible variations. For example the board game can focus to other skill, not only speaking, but also listening, reading or writing. We can modify and creating the content or material depends on our classroom's need, learning objectives, the lesson objectives, basic competency and standard competency from the syllabus we want to reach. We have to consider the student's grade or level, student's need, and their characteristics. A wide variety of materials are appropriate to use in Monopoly Speaking Game, including problem for discussion, colorful pictures, videos, songs, object, etc., depend on the skill we want focus on.

Through the "form" of Monopoly, the teachers can combining and modifying the speaking activities in Monopoly Game, using picture narrating, picture describing, discussion, information gap, storytelling, reporting, playing cards, etc. as the activities in Monopoly Game.

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