

**THE EFFECT OF USING BOARD GAME IN TEACHING SPEAKING AT THE TENTH
GRADE STUDENTS OF SMK SWASTA YPIS MAJU BINJAI**

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ABSTRACT

The aim of this study is to describe whether or not using Board Game is effective in Teaching Speaking at The Tenth Grade Students of SMK Swasta Ypis Maju Binjai. The researchers use Board Game in teaching speaking at the Tenth Grade Students of SMK Swasta Ypis Maju Binjai. This is a pre-experimental research with one group pre-test and post-test design. In this research, the researchers take 25 at the Tenth Grade Students of SMK Swasta Ypis Maju Binjai as the sample among 73 students for its population. Then the researchers give pre-test and post-test by employing instruments that is oral test. The test is to measure the students speaking skill. The result of the research is the highest score of pretest is 84 and the lowest is 58. The highest score of posttest is 88 and the lowest is 72. The mean score of pre-test is 71.04. The mean score of post-test is 80.72. The result of t-test is higher than critical value. The score of t-test is -6.273 and the score of t-table is 2.010, it means that t-test is higher than t-table ($-6.273 < 2.010$). The score of t-test is 2.010 and the degree of freedom (df) was 24. For 5 % significance level and 24 degree of freedom, the critical value on T table is - 6.273. So, it can be said that H_a is accepted and H_o is rejected. To sum up, the hypothesis is accepted. It means that there is effective of using board game in teaching speaking at the Tenth Grade Students of SMK Swasta Ypis Maju Binjai.

Keywords: Teaching Speaking, Board Game

I. INTRODUCTION

Nowadays, mastering English is very important for certain group of people. In this era, English is an international language that is used almost in every part of the world. English has been the most important language in international communication. Besides, communication is important for people in the world. Through communication, people can interact with each other because they can express what is in their mind. One of the importances in communication is language. People use language to communicate whether it is direct or indirect communication. As an international language, English plays an important role in the world. People from many different countries use English to be able to communicate with each other. This condition makes English very important to master.

One of the ways to communicate in English is through speaking. Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. But, speak English is not easy, especially for students in senior high school. Students need a lot of practices to be able to speak.

Harmer (2012:128) states that the teacher should make their lesson interesting so the students will not be bored during learning English. It means that teachers should make interesting and communicative class. In this case, teachers need to use a technique or the combination of some techniques in their teaching process in order to make students success in achieving the goal of the lesson.

In addition, Indari (2020:26) stats that is less of confident that the most factors in the problem of speaking. It considers that students have less habit to practice English in their daily life. The students don't want to explore their capability in English even though they have

learned the basic structure and any else which are the components theory about English.

Therefore, the teacher needs media in teaching speaking to increase the students speaking skill, the media must be interesting and motivating them to more speak in speaking class. One of the media is using games. Salen and Zimmerman (2004:80) state that a game is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome. Games help the students more interest in teaching and learning process. By using games the students are still in their adolescence, this can makes the students happy if they can play games in teaching and learning process. There are many types of game; one of them is board game.

According to Chang and Cogwell (2008:1), using board game in the language classroom is an effective, low anxiety, and fun way for the students to learn and practice communication skill as well as develop their own communication strategist that can be readily applied to the real world.

Board game is an effective to make the students speak in the class. Board game is used in small group. The member of the group is 4 until 5. They will speak according to the instruction on the board. This game uses dice to decide how many steps they will move from start. Then, the students can speak to their friends in the group; this situation can make the students enjoy speaking without being afraid to make mistakes. The other students give their respond to the students who speak so they can communicate because it comes from the speakers and listeners.

Moreover, board game is also meaningful and communicates because it promotes the communicative competences among students and the activity has some relations to real world activity.

According to Mayer and Harris (2010:3) a board game is a game that game

play is rolling dice and moving the number of spaces shown on the dice. Based on the square where the players pawn lands, something happens.

Nicholson (2001:6) states that board games is a game of strategy played by moving pieces on a board and sometimes involving dice, such as chess or backgammon. Players throw the dice and move around squares on the board. By writing different instructions in the squares, teachers can use board games for controlled language practice or oral fluency. Board game can developed social skill such as communication, listening, following rule and so forth and developed educational skill that are priceless such as counting, recognizing color, recognizing shape and reading are learn.

II. LITERATURE REVIEW

a) The Definition of Speaking

Speaking becomes a difficult English subject in the class, since the students are lack of confidence to speak. They are afraid to make mistakes if they speak in front of the class. Speaking is difficult subject because many factors in speaking. How you say something can be as important as what you say in getting meaning across. Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want they want to say as effectively as possible in order to convey the message.

Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language “on the spot”. It requires the ability to cooperate in the management of speaking turns and non-verbal language. Therefore, the fluency is required to reach the goal of the conversation. In a communicative, pragmatic view of the

language classroom, speaking and speaking skill are closely interrelated. Besides, Cameron (2001:40) says that speaking is the active use of language to express meanings so that other people can make sense of them.

In brief, speaking is the process of conveying meaning from the speakers to the hearers through the use of verbal and non-verbal symbols. In order to be able to speak in effective way, the speakers have to know the communicative competences such as grammatical, discourse, sociolinguistics, and strategic competence.

b) Functions of Speaking

There are many functions of speaking proposed by many practitioners. Richards (2008:21) propose three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to what people normally do in communication that is “conversation” and describes the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to be friendly and to establish and maintain social relations. Talk as transaction refers to situations where the focus is on what is said or done. The focus of talk as transaction is on the message rather than how they interact socially with each other.

Besides, Thornburry (2005:14) propose four language features in speaking. They are interactive, non-interactive, planned and unplanned. Multi-party speeches like casual conversation between friends or between children and their parents in interactive speaking or dialogue. Monologues such as news reporting on a television, and voice-mail message are non-interactive speaking. Public speeches and business presentations are typically planned. On the other hand, chatting with friends at the classroom and conversation at the shop are kinds of unplanned speaking.

From the explanation above, it can be concluded that there are many functions of speaking such as to maintain social relation, to get thing done, to give speech, etc. The ways of how the speakers perform speaking are different depend on their purpose.

c) The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

- 1) Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns).

Harmer (2007:343) stated that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sound in the new language that do not exist in languages they already know.

- 2) Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sound and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

- 3) Vocabulary

Vocabulary is a basic element in language. Vocabulary is single word, set

phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

- 4) Fluency

Fluency is the ability to talk freely without too much stopping or hesitating. Whereas fluency can be taught as the ability to keep going when speaking is spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

- 5) Comprehension

The last element of speaking is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

d) Problems in Speaking

According to Brown (2001:270) some causes that make speaking difficult are as follows:

- 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

- 2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

- 3) Reduced Forms

Contractions, elisions, reduced vowels, etc, all form special problems teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted,

bookish quality of speaking that in turn stigmatize them.

4) Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as up, um, well, you know, I mean, like, etc. One of the most salient differences between native and non-active speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

e) Description of Teaching Speaking

The meaning of teaching speaking according to Hayriye Kayi in *Activities to Promote Speaking in a Second Language* is to teach English language learners to:

1. Produce the English speech sounds and sound patterns. Use word and sentence

stress, intonation patterns and the rhythm of the second language.

2. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

3. Organize their thoughts in a meaningful and logical sequence.

4. Use language as a means of expressing values and judgments.

5. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

In those meaning of teaching speaking above, the teachers must pay attention of some important aspect include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

f) The Definition of Games

Yen-Hui Wang (2010:133) said in her journal “Teaching English through game-like activities can cheer up the class and make language learning more pleasurable and easier to learn”.

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

g) The Definition of Board Game

According to Mayer and Harris (2010:3) a board game is a game that game play is rolling dice and moving the number of spaces shown on the dice. Based on the square where the player’s pawn lands, something happens. Board games have some of the

characteristics. Players deal with a set of rules, with money, dice, making decisions and striving to win the game (Moursund, 2007:113).

Games are fun and children like to play them (Lewis and Bedson, 2004:5). So the teacher should concern about how to make the students enjoying the game by delivering it well. Besides, Chang and Cogwell (2008:1) said that using board game in the language classroom is an effective, low anxiety, and fun way for the students to learn and practice communication skill as well as develop their own communication strategies that can be readily applied to the real world.

Nowadays, some teacher is using board game as teaching media to their students. They are used board games to teach some subject that related with board games. Board games are something unique when you include in your educational teaching. Through applying educational board games is belief could increase their curiosity and creativity of the students. In addition, board games are very attractive and interesting games.

h) Kind of Board Game

There are so many kind of board game according to Mayer and Harris (2010:3) :

1. Chuthes and Ladders (Snake and Ladders)
2. Candy Land
3. Monopoly
4. Life

And the researcher uses Snake and Ladders and Monopoly as a media in this research. Because this with this game we seem to share fond memories of childhood. Besides this game is easy to play, so students can more interest with this game and learning process.

i) The Advantages of Using Board Game

According to Chang and Cogwell (2008:1), the benefits to using board games in the classroom are numerous, however, we

would like to focus on the particular aspect of how board games promote communicative language learning through tasks.

Besides, a board game is fun and engaging. It is interesting for the students, and students will give attention to participate in the class. While playing the game the students will interact with other using target language, it also promotes communicative activity. The students also got opportunities to experience using the language which will help them to compose their confidence in using target language.

Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Game are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation (Erzos, 2000:1).

Board games give many advantages to the students. A board games provide rich learning opportunities and improve their learning ways, connect to the real life situations, encourage the use of authentic materials and ensure fresh content, en-chance their motivation as they consider them as fun and enjoyable, help them to move active and creative, tap into the emotional side, etc.

In conclusion, the advantages of board game for the teacher are helping the teacher to get the students involved and get more positive proactive responses, enhancing their motivation because it is contrast with the regular class exercise, adding interest to what they do not normally find interesting. So board game is a good media to teaching speaking for Senior High School.

Based on the theoretical review and the conceptual framework, a hypothesis is proposed in this study. The hypothesis in this research is as follows:

1. Null hypothesis (H_0)

There is no effective of using board game to improve speaking skill students in teaching speaking in tenth grade students of SMK SWASTA YPIS MAJU BINJAI.

2. Working hypothesis (H_a)

There is effective of using board game to improve speaking skill students in teaching speaking in tenth grade students of SMK SWASTA YPIS MAJU BINJAI.

III. METHOD

These researchers were held from September 2020. The researchers were conducted at SMK SWASTA YPIS MAJU BINJAI. It is located at Jl.T. Amir Hamzah, KM. 26,5 No. 638, JatiMakmur, Binjai, Kota Binjai, Sumatera Utara 20374, Indonesia. This research took the tenth grade students of SMK SWASTA YPIS MAJU BINJAI.

1) Population

According to Sugiyono (2011:80), that population is a generalization which of objects/subjects that have certain qualities and characteristics that applied by researchers by researchers to learn and then drawn conclusions.

According to Arikunto (2006:115) says that population is the whole of research subject whereas sample is a part of population.

In this case, the researchers have chosen the tenth grade students of SMK S YPIS MAJU BINJAI. There are 73 students in the tenth grade students of SMK S YPIS MAJU BINJAI.

Table 1 Population of the Research

No	Class	Number of students
1	X TKJ	25
2	X TBSM	23
3	X AKL	9
4	X RPL	10
5	X OTKP	7
	Total	73

2) Sample

According to Sugiono (2011:81), sample is part of the number and characteristic possessed by the population.

According to Arikunto (2006:34) the minimum percentage of sample as follows:

Table 2 Percentage Sample

Population	Sample
Less than 100	50%
101-300	30%-50%
501-1000	20%-30%
More than 1000	15%-20%

In addition, sample is subset of individuals or cases from within population. The number of sample and the way of taking sample must represent the population. In this research, the researchers choose class X TKJ there would be 25 students as a sample.

3) Research Design

There are some experimental designs that can be used in the research. They are pre-experimental design, True experimental design, Factorial design, and quasi experimental design. In this research, the researchers use pre-experimental design using one-group pretest-posttest design (Sugiyono, 2011:73).

4) Technique of Collecting Data

Arikunto (2013:266) states that the collecting data is the important work in the research. The researchers must use instrument to get the data. The instrument of the research is a tool or facility that is used by researchers for collecting data in order to get better result. To get the accurate data, in this study the researchers choose some instrument for collecting the data, they were:

1. Primary data

Primary data is data gained directly from the object. Here the researchers use pretest and posttest to gain the data that need. Both in pretest and posttest, the researchers use oral tests in testing the student's mastery of speaking. The researchers use oral test because it is easy for researchers to analyze the result of the test.

2. Secondary data

To support the researchers write in this thesis, the researchers find some sources in which consists of theories and literatures as the foundation before conducting the research in the field (school).

5) Technique of Data Analysis

This research is a quantitative research, so that it needs to analyze the data. This analysis is related to computation in answering the problem statement. The data that has been collected by using research instrument must be analyzed.

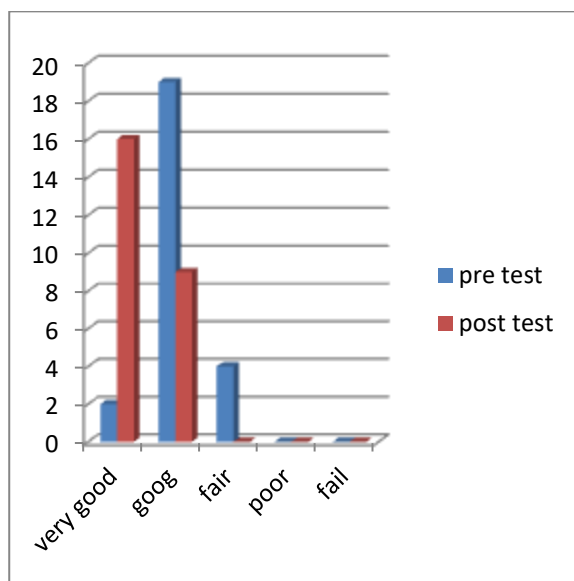
IV. RESULTS AND DISCUSSIONS

RESULTS

1) The result of pre-test and post-test

The speaking skill of pretest and posttest reported here in chart. The vertical line with beside shows the percentage of students for each grade. The horizon line shows the grade of speaking of the scores obtained by the students.

Figure 1 The chart of the data



From the chart above, it can be seen that the result of pretest, the students who get score A (80-100) are 2 students and the percentage is 8%, belong to very good category. The students who get score B (66-79) are 19 students and the percentage is 76%, belong to good category. The students who get score C (56-65) are 4 students and the percentage is 16%, belong to fair category.

The researchers give 3 meeting to improve the students speaking skill. The researchers give the posttest in last meeting. From the chart above, it can be seen the result of posttest, the students who get score A (80-100) are 16 students and the percentage is 64%, belong to very good category. The students who get score B (77-79) are 9 students and the percentage is 36%, belong to good category.

2) Descriptive Analysis

a) Central Tendency

1). Mean

Mean is a technique of statistics to explain the data of the group

Based on it's the average score. The computation is as follows:

a) Pretest

$$Me = \frac{\sum Xi}{n}$$

$$Me = \frac{1776}{25}$$

$$= 71.04$$

b) Posttest

$$Me = \frac{\sum Xi}{n}$$

$$Me = \frac{2018}{25}$$

$$= 80.72$$

2). Median

Median is a technique of statistics to explain the data of the group based on the middle score of the data which has been organized from the lowest to the highest. The median of pretest is 70 and posttest is 82.

3). Mode

Mode is a technique of statistics to explain the data based on the score which is frequently appears in that group. The mode of the data from pretest is 70 and posttest is 82.

b) The Measurement of Group Variance

1) Standard deviation

Standard deviation is a measure of the dispersion of scores from the mean of scores. It is calculated by obtaining the square root of the variance of a set of scores. This is the formula:

a) Pretest

$$\begin{aligned} SD &= \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}} \\ &= \sqrt{\frac{916.96}{25 - 1}} \\ &= \sqrt{\frac{916.96}{24}} \\ &= \sqrt{38.20} \\ &= 6.18 \end{aligned}$$

b) Posttest

$$\begin{aligned} SD &= \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}} \\ &= \sqrt{\frac{469.03}{25 - 1}} \\ &= \sqrt{\frac{469.03}{24}} \\ &= \sqrt{19.54} \\ &= 4.42 \end{aligned}$$

2) Variance

Variance is the quadrate of standard deviation, because the standard deviation has found. So, the researchers just need to quadrate it to get the variance.

a) Pretest

$$\begin{aligned} S^2 &= \frac{\sum (X - \bar{X})^2}{n - 1} \\ &= \frac{916.96}{25 - 1} \\ &= \frac{916.96}{24} \\ &= 38.20 \end{aligned}$$

b) Posttest

$$\begin{aligned} S^2 &= \frac{\sum (X - \bar{X})^2}{n - 1} \\ &= \frac{469.03}{25 - 1} \end{aligned}$$

$$\begin{aligned} &= \frac{469.03}{24} \\ &= 19.5 \end{aligned}$$

3) Range

Getting the range of the data the researchers subtract the maximum score with the minimum score. This is the range of the data:

a) Pretest

$$\begin{aligned} R &= X_{highest} - X_{lowest} \\ &= 84 - 58 \\ &= 26 \end{aligned}$$

a) Pretest

$$\begin{aligned} R &= X_{highest} - X_{lowest} \\ &= 88 - 72 \\ &= 16 \end{aligned}$$

The result of calculating above was presented in table 4.6 and to make sure that the result of manual calculated is correct, the researcher encloses the calculated SPSS 16.0. Table 4.7 will show about SPSS result.

Test of Hypothesis

There are three points involved in testing hypothesis. They are level of significant, null hypothesis, and test of experimental significance. They are presented in the following:

Level of significance

In testing hypothesis the researchers use the level of significance to minimize the false conclusion of the research. This is applied to reject the hypothesis in order to gain the objective conclusion; generally, the level of significance that used in any research is the 5% or 1%. In this research, the researchers use the level of significance 5% level. By using the level of significance 5% level, it means that the falseness of conclusion is 5% and the truth of conclusion is 95%.

Null hypothesis

In testing hypothesis, the researchers commonly faced with the null hypothesis. The null hypothesis is a negation of research hypothesis. By using the null hypothesis, the hypothesis statement will be easier to be proved. The alternative hypothesis (H_a) said that using board game is effective in teaching speaking to the tenth grade students of SMK SWASTA YPIS MAJU BINJAI. To prove whether the hypothesis is rejected or accepted, the researchers changed the research hypothesis in to null hypothesis. Therefore, the null hypothesis (H_o) said that "there is no effective of using board game to improve speaking skill students in teaching speaking in tenth grade students of SMK SWASTA YPIS MAJU BINJAI".

Test of Experimental significance

The previous analysis showed that the result of t-value is -6.273. The researchers used paired t-test by using SPSS, because the researchers used one sample that do pretest before the sample has given treatment. After getting t-value, the researchers consult the t-value to the critical value of the t-table to check the significant of it. The significance level is usually by the research is 5% (0.05) in the psychological and educational research. The number of subject in this research is 25 students with degree of freedom (df) 48. The degree of freedom can be found with the formula ($n+n-2$). For 5% of significance level and 48 degree of freedom, the critical value that showed on the t-table is 2.010, t-value is -6.273, and it showed that t-value is lower than t-table ($-6.273 < 2.010$). Thus, the null hypothesis (H_o) is rejected, and hypothesis alternative is accepted. It means that using board game is effective in teaching speaking at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI.

So, the hypothesis is accepted. It means that there is effectiveness of using board game in teaching speaking at the tenth grade students

of SMK SWASTA YPIS MAJU BINJAI. After knowing that the hypothesis is accepted, the researchers conclude that using board game is effective in teaching speaking at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI.

DISCUSSIONS

a. The pretest result of students speaking skill

The highest score at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI on pretest is 84 and the lowest is 58. The mean of pretest is 71.04 and the standard deviation is 6.18. It means that pretest result at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI include as good category on classification of students speaking skill. From 25 samples, the researchers took the mark, there is 2 students who got score A (80-100) and it is belong to very good category. 19 students who got B (66-79), belong to good category, and 4 students who got C (56-65), belong to fair category in speaking skill.

b. The posttest result of students speaking skill

The highest score at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI on posttest is 88 and the lowest is 72. The mean of posttest is 80.72. It means that the posttest result at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI include as very good category on classification of students speaking skill. From 25 samples, the researchers took the mark, there is 16 students who got score A (80-100) and it is belong to very good category. 9 students who got score B (66-79), belong to good category in speaking skill.

From the previous analysis, it shows that the Sig is 0.000 it means that the Sig is less than 0.05. Then, the mean score of normality test of post-test is higher than pre-test ($80.72 > 71.04$). The mean score of pre-test is 71.04. The mean score of post-test is 80.72.

Moreover, the result of t-test is higher than critical value. From the previous analysis, it can be seen the score of t-test is lower than t-table ($-6.273 < 2.010$). The score of T test 2.010 and the degree of freedom (df) was 24. For 5 % significance level and 24 degree of

freedom, the critical value on T table is – 6.273. So, it can be said that H_a is accepted and H_o is rejected.

So, the hypothesis is accepted. It means that there is effectiveness of using board game in teaching speaking at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI in the academic year 2020/2021. After knowing that the hypothesis is accepted, the researchers conclude that using board game is effective in teaching speaking at the tenth grade students of SMK SWASTA YPIS MAJU BINJAI in the academic year 2020/2021.

V. CONCLUSION

Based on the previous analysis, it shows the result of calculated of normality test. The mean score of normality test of post-test is higher than pre-test ($80.72 > 71.04$). The mean score of pre-test is 71.04. The mean score of post-test is 80.72.

Moreover, the result of t-test is higher than critical value. From the previous analysis, it can be seen the score of t-test is lower than t-table ($-6.273 < 2.010$). The score of T test – 6.273 and the degree of freedom (df) was 24. For 5 % significance level and 24 degree of freedom, the critical value on T table is 2.010. Then, the Sig is 0.000 is less than 0.05. It means that H_a is accepted and H_o is rejected.

In conclusion, the use of Board Game in teaching speaking is effective for the tenth grade students of SMK SWASTA YPIS MAJU BINJAI.

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