

**DEVELOPING COMMUNICATIVE BOARD GAME AS  
SPEAKING DESCRIPTIVE TEXT LEARNING MEDIA FOR  
GRADE X AT SMA NEGERI 1 TANAH JAWA**

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**ARTIKEL**

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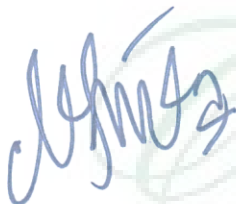
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# DEVELOPING COMMUNICATIVE BOARD GAME AS SPEAKING DESCRIPTIVE TEXT LEARNING MEDIA FOR GRADE X AT SMA NEGERI 1 TANAH JAWA

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## ABSTRACT

**Manurung, Rudi Perianto. Registration Number: 21711212028. Developing Communicative Board Game as Speaking Descriptive Text Learning Media for Grade X at SMA Negeri 1 Tanah Jawa. A Thesis, English Educational Program, Universitas Negeri Medan, 2021**

This Research aims to develop Communicative Board Game as Speaking Descriptive Text Learning Media for Grade X at SMA Negeri 1 Tanah Jawa. This research was done by six steps of using Research and Development (R&D) design; gathering information and data, analyzing data, designing media, validating by experts, revising, and final product. The subject of this study was the 10th graders of SMA Negeri 1 Tanah Jawa. The data were collected by doing interview to English teacher and distributing questionnaires to 26 students in order to obtain the students' needs. The findings of the interview and questionnaire showed that the students need was the interesting English speaking media that is more interactive and innovative which the media can encourage students to be able to speak actively in English. The product had been validated by the experts. The result of the product was a board game and other equipment of Communicative Board Game like pictures and dice. In addition, based on the validation of experts, this media is recommended to be used in learning process of speaking descriptive text. By implementing this product Communicative Board Game hope will be able to stimulate, encourage students to speak and this media also will give chance to all students to speak not only give chance to the group representative.

**Keywords:** *Communicative Board Game, Speaking Media, Research and Development (R & D).*

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## I. INTRODUCTION

Speaking is an important English skill that students should master in addition to reading, writing and listening. The function of oral skills is to express an idea, someone's feelings, and thoughts, which are expressed spontaneously through spoken language. Speaking skills are closely related to listening skills. In oral English, students must listen first and then speak, because oral English is not only about remembering and remembering written sentences, but also spontaneously expressing students' ideas orally.

Based on the experience of the researcher while doing the pre-observation, he found that speaking is consider as the most difficult skill in learning English, as it is found that the way teacher teaches the students still using the conventional method. In the class, sometimes teacher uses the media such as power point presentation (PPT) and paper in delivering the topic, but this way is not optimal to the students in achieving the learning objective. So that it gives the impact to the score of the students which is far from the expectation.

The expectation of the researcher that the teacher use the interesting media in teaching speaking due to improve the speaking skill and the academic achievement of the students but in reality the teacher did not use the interesting media in teaching speaking so the student can't understand and receive the material as well which is, it will affect to their academic achievement.

In order to overcome the students' oral difficulties, researchers try to teach oral skills through appropriate and effective media to make oral activities more effective for students, which will help improve students' oral skills. Therefore, the researchers chose games as a media to teach English..

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", following to a set of rules. For example monopoly, snakes and ladders and many other board games. This research is needed to do in order to solve the student problem in speaking skill. The combination of board game and learning of course will be able to solve the mental problem of the students, that we know by using game it will create fun and interactive class, so the student will enjoy the learning process and finally it will motivate and increase their enthusiasm in learning speaking and improve their speaking skill and their higher order thinking.

In regard with the problems above, the researcher agree to make solution to overcome the problems and to improve the speaking skills" at grade X students of SMA NEGERI 1 Tanah Jawa, by using Communicative Board Game as media in teaching speaking descriptive, the researchers believe it is able to improve and guiding the students to speak, develop students" imaginations, accommodating their interests, stimulating them to express ideas and also make the learning process more interesting and entertaining.

By paying attention to other issues and considerations that research use Communicative Board Game media to improve student speaking achievement, the researcher intend to raise this issue in a study entitled "Developing Communicative Board Game as Speaking Descriptive Text Learning Media For Grade X at SMA Negeri 1 Tanah Jawa.

## **II. LITERATURE REVIEW**

### **1. Theoretical Framework**

#### **a. Speaking Skill as Language Skill**

Speaking is a very important skill in our lives. People speak in communicating with others. It's also one of the four language skill (reading, writing, listening and writing). It's mean by which learners communicating with others to achieve specific goal or express opinion, intension, and hopes. In Indonesia, English known as foreign language, further more to other subjects in formal education, it is also taught in schools as a school subject..

#### **b. Element of Speaking**

According to Harmer (2007) speaking is a complex skill because at least it is concerned with elements of grammar, vocabulary, pronunciation, fluency and comprehensibility. Speaking has some important element, there are:

##### **1. Vocabulary**

It is impossible to speak without mastering vocabulary. Therefore vocabulary is one of the very essentials to learn before practicing speaking. The students sometimes have problem to memorize all vocabulary that they have known because they are lack of practice and used the vocabulary.

## 2. Pronunciation

It is a way of articulating speech (Webster: 1983). Of course, we all know that pronunciation is one of the speaking elements closely related to vowels, consonants, stress and intonation. It can be learned through imitation and repetition.

## 3. Grammar

Cook (2009) defines types of grammars, such as traditional grammar, perspective grammar, structural grammar, and grammar as knowledge. Another definition say that grammar is the study of the form language structure (phonology) and the customary arrangement (syntax) in phrase and sentences.

## 4. Fluency

Fluency refers to the ability of learners to convey meaning, not how many mistakes they make in grammar, pronunciation, and vocabulary. Fluency is often compared to accuracy. Therefore, fluency is a highly complex rationality, mainly related to the fluency of discourse continuity.

## 5. Comprehensibility

Comprehensibility is an ability in understanding, knowing or getting the speakers' point (message) to other or partner.

### **c. The Function of Speaking Skill**

Brown and Yule in Fauzi (2012) also described benefit differences between the two basic language functions. They are transactional functions, mainly related to the transfer of information and interactional functions, in which the main purpose of speech is to maintain social relations. Another fundamental difference when considering the development of oral skills is the difference between monologue and dialogue.

## **2. Genre**

### **A. Definition of Genre**

Hyland (2002) pointed out that genre theorists assume that the organization of the text can be related to other similar texts, and that the selection and constraints of the author in a specific context. Texts are considered to show inter-textual activity because they anticipate or respond to other texts, and which allows us to recognize them as belonging to a certain type and describe the differences and similarities between types. Text classification may vary from one theory to another.

### **2.1 Descriptive Text**

#### **a. Definition of Descriptive Text**



According to Gerot and Wignell (2001), a descriptive text is a text designed to describe a specific person, place, or thing. In addition, Kane (2000) defines description as the sensory experience of the appearance, sound and taste of things. It is generally about visual experience, but description also involves other types of perceptual descriptive texts that provide descriptions to readers from living things or non-living things.

#### **b. Social Function of Descriptive Text**

The social function of descriptive text is to describe a specific person, place or thing. Because teaching and learning focuses on spoken language, it is called descriptive. The description is about the sensory experience—the appearance, sound, and taste of things. It is mainly about visual experience, but description also involves other types of perception.

### **3. Learning Media in Speaking Skill**

#### **a. Definition of Learning Media**

Sadiman (2002) states that media are everything that can be used to deliver messages from senders to recipients so that it may stimulate thoughts, feelings, interests, and attention in such a way that the learning process occurs. Meanwhile, Sugeng (2010) says that a media (plural form = media) is a means by which something is expressed or communicated. In learning process, media can be used as an aid to match the learning objective.

## **b. Criteria of Good Learning Media**

Media that teachers use are not hit-and-miss, but they must be matched with the material. Sudjana and Rivai (2009) state that there many things need be considered by the teacher in using the media. First, the teachers need to understand about learning media, such as kinds and advantages of learning media, features of good media. Second, the teachers need have knowledge and skills to see the effectiveness of media.

## **c. Functions of Learning Media in Speaking Skill**

The media is an important element in the learning process, especially in the aspect of learning spoken English. It agrees with Muhson (2010) that the existence of instructional media as a tool in the learning process is an undeniable reality. There are several reasons for the importance of using media in the learning process. One of them is that instructional media can establish direct interaction between students, teachers, and the environment. Help teachers and students achieve learning goals through the use of media.

## **4. Communicative Board Game as Speaking Learning Media**

### **a. Definition of Communicative Board Game**

Games are a good way to improve students' various skills. As Wright, Betteridge, and Buckby (2006) said, games can be practiced in all skills, all stages of

teaching and learning, and various types of communication. Through the use of games, students can learn English easily and fun. We know that modern language teaching methods focus on improving learners' ability to communicate in the target language, and games are a kind of communication activity.

In modifying English Communicative Board Game, the writer need to construct the score as the reward earned and the picture which will be described by the players as the speaking activities. There is a board game that can be played consists of 4 players, board game, dice, pawns, cube, animal picture cards with the scores are the tools to play the game

#### **b. The Advantages of Using Board Game**

Susanti (2013) stated that board games have also brought many benefits to teachers and students. This game can help teachers to make the classroom active, and of course it will also make students motivated to learn and not easy to get bored. By using board games, the learning process can be fun. Learning is more than just textbooks and recitations. Students often feel bored in language learning. In this case, board games can be used to turn boring classes into more enjoyable classes..

#### **c. Communicative Board Game as Speaking Descriptive Learning Media**

A board game is a game that involves counters or pieces moved or placed, according to a set of rules. Moursund (2007) says that board game has some of the same characteristics. Players deal with set of rules, dice, making decision and striving

to win the game. It also about taking turn, rules in gaming and communicating the language with other players on a pre-marked surface or "board".

## **5. Developing Communicative Board Game Media as Speaking Learning Media**

### **A. Students' Need Analysis**

Mehmet (2015), he said that needs analysis is an important means of conducting research before designing and evaluating courses/materials/media/syllabus. It helps to map the profile of students/courses to determine the needs of students and determine their priority in English is required. Brown (1995) defines requirements analysis as the activity of the information gathering process.

#### **1. Target Analysis**

According to Hutchinson and water, there are three components in target need those are necessities, lacks, and wants.

a. **Necessities:** What the learner must know what to be effective in the target situation. For example: a businessman may need to understand business letters, communicate effectively in sales meetings, obtain necessary information from sales catalogs, and so on.

b. **Lacks:** What the learner does not know. Every learner will encounter some problems in English learning, such as lack of proficiency, vocabulary, and

grammar. It is also very possible that a student has different problems from others

- c. Wants: The learner's perception of the necessity of the target situation. This means that learners also have the opportunity to take the initiative to determine needs, because people can have their own ideas, and these ideas may be different from each other..

## **2. Learning Need**

Generally speaking, learning needs are information about the needs, desires, desires and desires of learners. So far, what we have done is considering the starting point (lack) and the destination (necessities), although we have also seen that there may be some disputes about what the destination should be (desired). Learning needs to focus on what learners need to do in order to learn.

## **B. Speaking Media Development**

Graves (2000) defined media development is a process of developing existing media because there are some items of the existing media which need to be added or eliminated. Teaching media development includes the process of adapting, supplementing and elaborately producing instructional media, so that instructional media can meet the needs of students for the subjects they are studying.

### **C. Media Evaluation**

After the development of the media is completed, the media needs to be evaluated to check its suitability and applicability. Hutchinson & Waters (1987) put forward that media evaluation is to judge whether something is suitable for a specific purpose. They added that at the end of the evaluation, there will be no absolute good or bad, but there will be a certain degree of media adaptability.

### **III. RESEARCH METHODOLOGY**

This research was conducted by using Research and Development (R&D). Borg and Gall (1983:772) state that educational research and development (R&D) is the process to develop and validate educational product. Some products developed in R&D are a variety of teaching tools such as curriculum, syllabus, learning modules, including learning media. The subject of this study was Grade X IPA 1 of SMA Negeri 1 Tanah Jawa.

The data in this research obtained by using questionnaire and interview, and questionnaire and interview was given to collect information students' need, problem and interesting in learning English, particularly in speaking and appropriate teaching media for the student. This research was conducted by adapting Borg and Gall's research theory (2003) with some modification which proposes 6 steps of R & D cycle. These steps consist of the sequence are Gathering Data and Information, Need Analysis, Media Design, Validating to experts, Revising and Final Product

## **IV. RESEARCH FINDING AND DISCUSSION**

### **1. Gathering Data and Information**

The result of the observation was the teacher in the ten grade of SMA Negeri 1 Tanah Jawa used Power Point as teaching media in supporting the teaching-learning process of descriptive text. However, the media used in the class was not interesting and not appropriate media for the students that cannot motivate the students to speak up during the teaching learning process.

### **2. Need Analysis**

#### **a. Questionnaire Analysis**

The questionnaire was administered to students in the ten grade of SMA Negeri 1 Tanah Jawa. There were 26 students asked to answer the questionnaire which consisted of 15 questions. In order to do the need analysis, there are three categories that need to be covered, namely necessity, lacks and wants of the learners.

#### **Necessities of the Speaking Media of Descriptive Text**

Necessities are defined as the type of needs determined by the demands of the target situation. The questionnaires were given to the students based on the needs identification. The students mentioned that they need appropriate and interesting media that used by the teacher to facilitate them in oral descriptive text.

**Table 4.1 Students Necessities Analysis Speaking Media of Descriptive Text**

No	Questions	Items	N	F	Percentage
1.	Dalam melatih kemampuan berbicara ketika mempelajari materi <i>Descriptive Text</i> , biasanya anda lebih sering berdiskusi kepada....	Teman	26	17	65.4 %
		Guru		9	34.6 %
2.	Tujuan anda Mempelajari <i>Descriptive text</i> adalah...	Agar dapat berbicara dalam Bahasa Inggris	26	3	11.5 %
		Agar dapat Menjelaskan sesuatu dalam Bahasa Inggris		4	15.4 %
		Agar dapat mendeskripsikan sesuatu dalam bahasa inggris		19	73.1%
3.	Apakah guru Bahasa Inggris anda menggunakan media ketika mengajar materi <i>Descriptive Text</i> ?	Ya	26	25	96.2 %
		Tidak		1	3.8 %
4.	Ketika mengajar	Power Point		15	57.8 %



<i>Descriptive Text</i> , biasanya guru menggunakan media pembelajaran seperti.	Game	1	3.8 %
	Gambar	7	26.9 %
	Video	3	11.5 %

5. Menurut anda, Apakah media yang digunakan guru tersebut dapat membantu anda dalam melatih atau meningkatkan kemampuan berbicara ketika mempelajari <i>Descriptive Text</i> ?	Ya	20	80.8 %
	Tidak	5	19.2 %

6. Menurut anda, apakah penggunaan media dibutuhkan untuk memudahkan anda ketika belajar <i>Descriptive text</i> ?	Ya	25	96.1 %
	Tidak	1	3.84 %

### **Lacks of the Speaking Media of Descriptive Text**

In order to identify the lacks of the students, the researcher gave some questions related to the case. By giving these kinds of questions, it helped the researcher to find the effective ways to develop the media. The following tables show the views of the students of SMA Negeri 1 Tanah Jawa lacks about what media should be developed.

**Table 4.2 Students' Lacks Analysis Speaking Media of Descriptive Text**

No	Questions	Items	N	F	Percentage
1)	Apakah anda pernah merasa kesulitan saat mempelajari <i>Descriptive Text</i> ?	Ya	26	22	84.6 %
		Tidak		4	15.4 %
2)	Menurut anda, saat belajar <i>Descriptive Text</i> , materi yang paling sulit adalah.... adalah...	<i>Things</i> (Benda)	26	4	15.4 %
		<i>Public Building/ Places</i> Bangunan Publik		18	69.2%
		<i>Animals</i> (Hewan)		3	11.5 %
		People (Orang)		1	3.8%
3)	Ketika mempelajari materi <i>Descriptive Text</i> , anda lebih cenderung....	Aktif (Lebih berani berbicara dalam Bahasa Inggris)	26	9	36.6 %
		Pasif (Lebih suka diam serta takut untuk berbicara)		17	65.4 %
4)	Apa Kesulitan atau masalah yang anda hadapi saat belajar <i>Descriptive Text</i>	Kurangnya Pemahaman Tata Bahasa ( <i>Grammar</i> ) yang Benar	26	5	29.2 %
	Kurangnya				

pembendaharaan

Kosakata (*Vocabulary*) 11 38.4 %

Kurang

Memahami Pengucapan

(*Pronunciation*)

yang benar 10 42.3 %

### Wants of the Speaking Media of Descriptive Text

Wants is the learners expect about language that they want to master.

Table 4.3 displayed students' general wants in learning English, especially speaking in descriptive text.

**Table 4.3 Students' Wants Analysis Speaking Media of Descriptive Text**

No	Questions	Items	N	F	Percentage
a.	Pada saat belajar bahasa inggris, media pembelajaran yang anda butuhkan untuk meningkatkan kemampuan berbicara adalah materi <i>Descriptive</i>	<i>Power Point</i>	26	2	7.6 %
		<i>Game</i>		18	69.2 %
		Gambar		2	7.6 %
		Video		4	15.3 %

b. Menurut anda. Apakah penggunaan game sebagai media pembelajaran dapat meningkatkan kemampuan berbicara anda terutama dalam materi <i>Descriptive Text</i> ?	Ya	26	22	84.6 %
	Tidak		4	15.3 %

c. Apakah anda pernah mendengar <i>Communicative Board Game</i> ?	Ya	26	8	30.8 %
	Tidak		18	69.2 %

d. Apakah menurut anda <i>Communicative Board Game</i> dapat meningkatkan kemampuan berbicara anda dalam materi <i>Descriptive Text</i> ?	Ya	26	16	61.5 %
	Tidak		10	38.5 %

e. Menurut anda, penggunaan <i>Communicative Board Game</i> untuk meningkatkan kemampuan berbicara dalam materi <i>Descriptive Text</i> akan menjadi....	Menarik		15	57.7 %
	Membosankan	26		
	Biasa aja		11	42.3 %

### b. Interview Analysis

The researcher gave an interview to the English teacher of the tenth grade of SMA Negeri 1 Tanah Jawa. It was conducted to support the result of the

questionnaire analysis by the students and also to get the accurate data. Based on the teachers Interview we can make the conclusion that the teacher has difficulties by encouraging the students to speak. This is because most of the students have lack of vocabularies and they are shy to share their ideas through speaking.

### 3. Developed Communicative Board Game as the Media

To get the good result of the product, the researcher conducted some stage for designing the product. The stage will be described below.

#### a. Existing Media of Board Game



Figure 4.1 Existing Media of Board Game

The media developed by seeing the existing media before and the researcher developed the media to be more creative and interesting based on the student need

and interest. By the media development of communicative board game will finally give student motivation and increase student interest in learning especially in improving the speaking skill of the student.



**Figure 4.2 Communicative Board Game Display**

The researcher used Microsoft Office 2010 to design the Communicative Board Game, the researcher choose colorful back ground of the board game, he also choose the interesting pictures that related to public build and places, the choosing of

topic/ object in this board game is based on the scope of the student, which is consist of same places or public build that they have ever visited or they have ever seen.

#### **4. Validating By Experts**

In this Step, the Experts validated the media that was already being developed. Questionnaire sheet was used by the experts to measure whether the learning media had been already appropriate or not.

The questionnaire was made based on rating scale. The scale are excellent (5), good (4), fair (3), less (2), very less (1). The expert's questionnaire filled by Dr. Isli Iriani Indiah Br. Pane, S.Pd,.M.Hum. (English Lecturer in Medan State University) and Purnama Manurung, S.Pd (English Teacher in SMA Negeri 1 Tanah Jawa).

#### **5. Revising**

The suggestion from the first expert is : The Use of dice apps to implement the communicative board game in the classroom may not be clearly seen and fully worked since it used mobile phone. It's also possible this board game could be accommodated by developing the board game with pictures that can be enlarged just by click the each pictures and the second expert suggest The development of the Communicative Board Game learning media is quite good as a medium that can be used by teachers and students to learn about descriptive texts and improve students' speaking skills. This game-based learning media is also interesting to apply which of course will make the class and learning process more fun



## **6. Final Product**

After revising the media, the final product had been completed. The media was already based on the students' needs. Students' needs means, what kind of learning media that they are interested and will be used to make them active in the class. This media is appropriate to be used in the teaching learning process, because the combination of the game in learning process, especially in speaking descriptive text will make the class become more effective and joyful, and finally will be able to enhance the students' enthusiasm and achievement of the students.

### **B. Discussion**

This study aimed to develop a learning media and find out the needs of the ten graders SMA Negeri 1 Tanah Jawa. The researcher developed the new speaking media because the media used by the teacher was not appropriate for stimulating and encouraging all students to speak during the teaching learning process of the descriptive text. Thus, this media development is already appropriate and related to the students' interest since it is based on their needs analysis. Analyzing the students' needs based on their interest is one of the ways to improve their learning motivation in order to increase their skills in studying English, especially speaking skill. In addition, there are 2 kinds of validation. They are about content validation and media validation. Validation of the content involved elements: media aspect, activities aspect, setting aspect and layout aspect. And media validation includes of 2 aspects



design aspect and development aspect. The average score of first expert's validation is 85.3%. While, the average score of second expert's validation is 88.4%. In general, the result of expert's validation on Communicative Board Game is Very Good. Based on the validation sheets that given to the lecturer as the first expert and also the teacher as the second expert, this developed media generally suitable to be used by the 10th graders of SMA Negeri 1 Tanah Jawa.

Finally, it seems that it is time for the teacher to use interesting and effective learning media based on the students' needs. Moreover, it is also important for the teacher to create and provide suitable speaking media that can be applied in the classroom to attract students in speaking English. As a professional teacher, it is the responsibility of teachers to enrich students understanding and always find methods to obtain their passion and motivation for studying English

## **V. CONCLUSION AND SUGGESTION**

### **A. Conclusion**

After analyzing the data, the researcher concludes that the students' existing speaking media is not interesting and the media used by the teacher was not sufficiently efficient to stimulate and encourage the students to speak English. The students did not have any difficulties in learning descriptive text, but while learning descriptive text, they tended to be passive and most of them prefer practicing their English with their friends to their teacher. It means that it eventually brings them to be passive

learners. They want to have the interesting and communicative media which motivate them to speak in English. The solution for them is developing the new interesting speaking media. This new speaking media is based on their needs and make them more interest in learning as well as stimulate and encourage them to speak through Communicative Board Game. The Communicative Board Game follows the R & D phases by Borg and Gall (2003) which is simplified into, (1) Gathering Data and Information; (2) Need Analysis; (3) Design Media; (4) Validate by expert; (5) Revision; (6) Final Product and (7) Field Testing. The average score of validation from the first validator was 85.3%, while from the second validator was 88.4% and it was categorized as relevant. In other words, the media was valid and appropriate for the students to be used as speaking learning media. In addition, based on the validation of the experts, this media is recommended to be use in learning process of speaking descriptive text. By implementing this product Communicative Board Game the writer believe that this media will be able to stimulate, encourage students to speak and this media also will give chance to all students to speak not only give chance to the group representative. Furthermore, this developed media also hope will make the students more comfortable to speak, because they spoke to their own friends in the group and also they can study with fun and joyful.

## **B. Suggestion**

The writer would like to give some suggestions on the basis of the above findings, As follows: For the teacher, teacher should consider the students' needs in choosing the learning media. The learning process can be useful if the teacher

mastered in explaining and teaching the descriptive text as well as using a learning media that can support them to speak. Then, the teacher also should pay attention in choosing media that can be challenging, create enjoy/fun atmosphere during the learning process then also can stimulate and encourage students to peak up so that it can give chance to all students to speak in English, especially in learning descriptive text in order to make all students as active learners not passive learners. For the students, they can use Communicative Board Game as media for them to be used in the class with teachers' guidance. This media can help them to learn English. In this way, the students can improve their speaking skill, especially in learning speaking descriptive text.



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