

Chapter I: Introduction

This chapter presents the basic consideration of the study, the research question, the research objective, the scope of the research and the significances of the research. The following section is the basic consideration.

Basic Consideration

As an international language, English provides many benefits for people around the world to learn. According to Grubber and Miller (2018, p. 3), it is important to learn English language as a communication tool in today's era, because "it is an integrative process that relies on the real world give and take of interpersonal interaction, interpreting discourse, presenting stories ideas, and arguments". By mastering English, people can have access to international science and technology, and also have better opportunities to get a job and a higher salary in the future (Rini, 2014). For students, in particular, mastering English enables them to pursue higher education overseas (Abid, 2020). Therefore, English language has been taught in almost all Indonesian schools from the elementary up to university level.

Even though students in Indonesia have been learning English for a long time, many of them still feel difficult to use the English language effectively. Banu (2017) states that students often make mistakes while speaking English such as speak slowly and less fluently, make frequent pauses, and think of suitable or correct words, so they find it hard to express their thoughts and opinions. The difficulties to express their thoughts are triggered by the feel that they were shy and preferred to remain quiet in class. It is because they were unable to express

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themselves properly in spoken English (Gudu, 2015). That feeling leads to frustration and anxiety to the students, and makes them easily to feel bored and get discouraged from further studying (Herawati, 2016). Furthermore, learning to speak in English is not only about grammar and vocabulary, reading and translating, or practicing forms, but also about communicating meanings, ideas, experiences, stories, beliefs, and values (Grubber & Miller, 2018).

Learning English language, especially speaking English, sometimes makes students in university get bored to study. In the first semester of the English Department where the present study took place, the students majoring in the department start learning English from the subject of English Intensive Course. In the intensive course book, the meetings of speaking course mostly ask the students to practice dialogue or conversation, and to do role play in front of the class. In order to make the class more fun, the teacher can use games as the activities of teaching in which can make students more interested in learning a subject. One of the games activities that can be used to encourage students to study is a board game. Since the topics of board game can be adjusted easily by the lectures, then the students can have variety context of speaking by playing this game.

Based on the problems that students mostly asked to perform dialogues or conversations repeatedly, the researcher conducted a research about students' perceptions toward the implementation of board game in English speaking class. The researcher wanted to find out what are their perceptions toward the implementation of board game, in which it is rarely implemented in English

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Department of the present study site. Robbins (2004), states that perception is a process where individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what students perceive can be different from other students. It is because in perceiving something, every individual is influenced by their attitudes, personalities, interests, motives, expectations, and past experiences. Perception is important to students because people's behavior is based on their perception of what reality is, not on reality itself (Robbins & Judge, 2013). Therefore, having students' perception is important for both teachers and students, because it can influence the process of teaching and learning. The student may find it easier to learn material if they understand their perception. By knowing own perceptions, students will know their needs and what teaching media is suitable for them. If students have good perceptions about a media given by teacher, it can lead the teacher and students to achieve a good result from the teaching and learning process. If they have negative perceptions to the teaching media, then the teacher should modify or change the media in order to acquire the best outcomes.

Furthermore, there were several studies that have been done by some researchers regarding the use of board game. For example, studies by Mamonto (2017), Tuahunse (2018), and Dziold (2018). Mamonto (2017) used board game to increase students' speaking skill in Junior High School of Lolayan in North Sulawesi, Indonesia. She implemented board game for three weeks with topics about social media and rules/obligations in school. Tuahunse (2018) investigated how the students' perception on the use of diary as learning strategy in syntax

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course in a university in Gorontalo. She did a study by using a qualitative approach and she found a positive perception regarding the use of diary in syntax course. Dziob (2018) did a study about comparison in assessing students' achievements in two senior high schools in Poland by using board game and traditional assessing method. He also wanted to see their opinion regarding the board game and he got a positive result.

Those studies above examined how board game could be used to increase students' speaking skills, but there were no views from students regarding the board game application in the classroom. Although there were studies about students' opinions by using board game in assessing learners' language learning achievements but this study did not implement in speaking classes. For example, a board game used in Physics course to see a comparison between traditional students assessing method with assessing the students using a board game that have customized by the teacher. The result showed that the students experienced a positive attitude, and it can decrease their anxiety in doing the test and increase their motivation for learning. This study, therefore, was conducted to find out students' perceptions toward the implementation of board game in English speaking class, where the game has more variations and also has more complex topics to help students speak English more in class.

Research Questions

Board game is rarely implemented in English Department where the present study was conducted, whereas in some studies this game is a good activity to teach English speaking skills. Thus, this study sought to see what are the university

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students' perceptions toward the implementation of board game in an English speaking class. The research question is formulated as follows: "What are English Department students' perceptions toward the implementation of board games in an English speaking class?"

Research Objective

Teaching English by using board games can make students more interested and feel more relaxed in learning the language. Using board game can increase the students' speaking skill in elementary school and junior high school. However, since board games is quite rarely to be implemented, this study sought to find out the perception of English Department students studying in one of the universities in Gorontalo toward the implementation of board game in their English speaking classes. Thus, after knowing what the students' perceptions, it can be a consideration to the teacher to use board game in English class.

The Scope of Research

The implementation of board game is easy to customize, so it can be used to have various topics in teaching and learning English speaking. This study is limited to a discussion of finding out the perceptions of students in English Department of the present study site year of 2016 toward the implementation of board game in their English speaking class.

Significance of Research

There are several significances of this research. First, for teachers, this research gives some information about students' perceptions toward the implementation of

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board game in English Speaking class in English Department. Therefore, this can be a consideration for teachers to use board games as the media to teach English speaking skills either in elementary school, junior high school and up to the university students. By knowing the students perceptions about the method of teaching, teachers can use or modify the game or activity the way that the students like in order to make them comfortable to learn and the learning purpose can be reached effectively. Second, for students, this research could make students realize their perceptions in learning English speaking by using board games as the media and understand their needs and what teaching media are suitable for them. Third, for further research, they can develop this research as a source of new perspective for them who are interested in the same field or it can be their source of reference.

Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Speaking is a kind of activity in expressing ideas, thoughts and feeling into oral form. According to Oxford dictionary speaking means to use your voice to say something. Good speaking skills enable the speaker to exchange information well. Therefore, there is no misunderstanding between speakers.
2. Board game is a table top game that involves the movement of counters or other objects around a board. Board game shows the rules that players must follow and the questions where the players must answer orally (Oxford dictionary).

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3. Perception is individual way to process sensory impression in order to give meaning to the environment. Perception is an awareness of the elements of an environment through physical sensations (Merriam Webster dictionary). This process can happen through sight, sound, touch, smell and taste that populate our conscious experience.

Organization of the thesis

This study consists of five chapters. In Chapter One, there is the background of the study and the reason of why the researcher conducted a study about the university students' perception on the implementation of board game in English speaking class. In this chapter, there are also the research question, the research objective, the scope of the research, and the significances of the study. Chapter Two reviews the literature and related research that stimulate the research question of the study.

Chapter Three describes the research design used in the study. It describes the research method, the data collection, source of the data, and data analysis. The data findings from the research analysis are presented in the Chapter Four that addresses the research question, the discussion of the study are also presented in this chapter. Finally, Chapter Five concludes the study by summarizing the research finding and outlining the students' perception toward the implementation of board game in English speaking class. As well as making recommendation for the teachers.