

Examining University Students' Perceptions on the Implementation of Board Game in an English Speaking Class

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ABSTRACT

This study aimed to explore university students' perceptions of the implementation of board games. It sought to address the following research question: What are English Department students' perceptions of the implementation of board games in English speaking classes? The study focused on Class E, the 2016 cohort, within an English Education Program at a university in Gorontalo. A qualitative approach was employed, and data were collected through questionnaires and supported by interviews. The study revealed that the English Department students' perceptions were group into three main themes: learning excitement, playing the board game, and board game benefits. The students reported that learning excitement was triggered by the enjoyable feeling when learning because they can express their ideas freely with their friends, interesting features of the game such as the colors variation that psychologically influence them, also the varied topics that could enhance students' vocabulary. Playing the board game also got positive responses from the participants, as they reported that playing the board game they need to work together. More than that, they said to win the game is not the main goal, but practice to speak in English properly and help their friends who have lack proficiency is the main point. The participants also reported the benefits of the game, they felt that they could learn English speaking skill easier than before because they felt not forced to study and learning in relax situation could increase their motivation in learning English speaking skill. This study suggests that teachers may want to consider using board game as a media to teach English.

Keywords: students' perceptions, board game, English speaking skill

INTRODUCTION

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". 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.

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.

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 Department of the present study site. Because of the board game were rarely implemented in the present study site, this study sought to see what are the university 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?"

LITERATURE REVIEW

THE CONCEPT OF PERCEPTIONS

Perception is a process of individuals in organizing and interpreting their sensory impressions in order to give meaning to their environment (Robbins & Judge, 2013). What we perceive can be different from other to see the objective of reality. Generally, perceptions are often defined as the process of a person to get information logically. Perception (from the Latin *Perceptio, Percipio*) means receiving, collecting, and action of taking possession. It is the concept of identifying, organizing, and interpreting sensory information in order to represent and understand the environment (Qiong, 2017).

There are three stages of how we perceive something and the processes that influence our perceptions according to Walgito (1990). These stages are absorption, understanding, and evaluation. The first stage of perception is absorption. This stage occurs when the object is absorbed or accepted by the five senses; sight, hearing, touch, smell, and taste individually or together. The results of the absorption or acceptance will get a picture, response, or impression in the brain. The second stage is understanding. Understanding is the ability to organized, classified, compared and interpreted the picture from the absorption stage, to form the understanding of the stimuli. The understanding are formed depend on the attitudes, personalities, interests, motives, expectations, and past experiences. The third stage is evaluation. Once understanding is formed, there is an assessment of the individual. The individual then compares the newly acquired understanding to the subjective criteria of the individual. The individual assessment is different even though the object is same. Therefore, perception is individual.

It is important to figure out students perceptions because it can be a consideration for the teacher in evaluating the educational equipment including board game. Students as the user of the game should be given an opportunity to evaluate the game, because from their point of view, teachers can get information whether the game is appropriate or not to their needs. Klienke (1978) cited from Sari (2016) supports that having students perception is important for both teachers and students, since they can assess the media together whether it is good or not and it will determine the learning process. Student's perception of the implementation of board game is important to

understand, because the teacher can see how suitable is the board game for students and how much students need in learning English speaking skill the game can cover.

SPEAKING ENGLISH AS FOREIGN LANGUAGE

Speaking subject is one of four basic skills beside reading, writing, and listening. It has been taught since students in Indonesia entered in elementary school. However, it is not easy for students to speak English to communicate. The more fluent students speak in foreign language indicate that the learning purpose is well achieved.

The concept of speaking refers to oral communication, in which two or more people communicate with each other to express their idea and how others react to the idea that being expressed. Speaking is a productive skill and an active learning. Productive skill is the skill in learning a language in which students learn to produce something from their self such as speaking and writing. As Fatsah, as cited in Mamonto (2014) says, speaking is not only about communicating with other people, but also get the information or share the idea with others. Speaking as an active learning means any activities that the students do in classroom is further than only sitting and listening to the teachers give their lectures (Fayombo, 2012).

Teaching speaking will be effective when teacher provides students with a variety of communications into their classroom. They should be able to use a different strategy that can help students to face difficult situations. In the learning process, students sometimes worried about making mistakes, fearful of criticism, or simply shy (Jahbel 2017). Because of that, applying an effective, active and fun activity will reduce the students worried in the class and students can speak or express their ideas in order to master English speaking skill.

THE FACTORS INFLUENCING ENGLISH SPEAKING SKILL

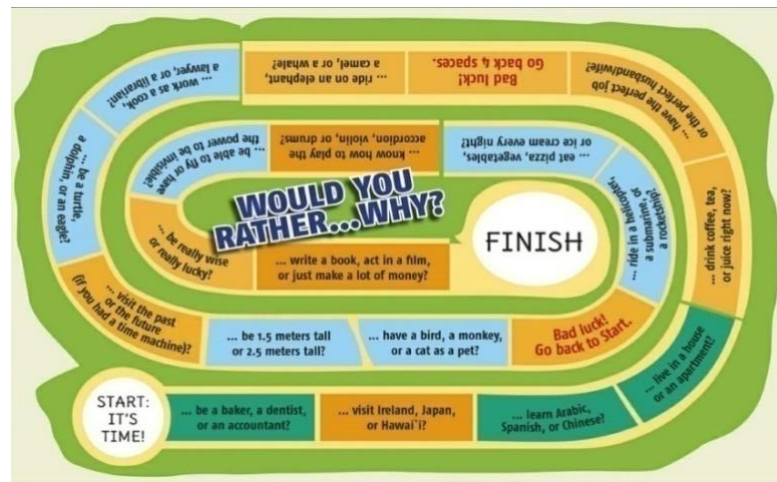
There are some factors which influence someone's English speaking skill according to Ratnasabapathy (2010). The factors are listening comprehension, grammar accuracy, pronunciation, vocabulary, and fluency.

1. Listening comprehension: Non-native speaker often needs to ask the speaker to repeat the sentence because the utterance is too fast or the accent is not clear.
2. Grammar accuracy: Native speakers can speak easily without problems with their grammar, because their grammar has been understood for a long time. While non-native speakers need more time to learn grammar sometimes they find a problem in understanding the utterance.
3. Pronunciation: Native speakers have different ability in pronunciation against non-native speaker, because the native speaker can pronounce English words better. A better pronunciation can avoid a miss understanding.
4. Vocabulary: words mastery influence the ability to make meaningful sentences. Non-native speaker often could not speak well because they do not know to use appropriate words to express their ideas.
5. Fluency: good speaking ability is indicated by good fluency. Fluency indicates that the idea can be uttered effectively by words in good stream.

DEFINITION OF BOARD GAME

Game is an activity with rules and goals. In playing a game, players have to follow the rules and pursue measurable result (Zimmerman, 2008). While, Schreiber (2010) says that game is a form of artificial activity in which has rules, conflicts, goals, and decision making. There are two kinds of game; they are cooperative and competitive. Smith (2012) states that cooperative game is a game which players should work in a group in order to reach the goal. On the other hand, in competitive game players should work independently to accomplish the goal.

Board game is a part of active game for learning American English. According to the Oxford dictionary (2019), board game is a 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. Each board game has a theme that requires students to produce certain types of expressions, so they practice a variety of vocabulary, grammatical patterns, and functional meanings (American English).



Example of Board Game (American English)

Playing board game is similar as playing the monopoly game, because in playing the game, there is some part needed such as dice, pawn, and the board with some topics on it. The way of playing the game is also quite similar to the monopoly game. First, the students shake the dice then throw it to the table. After they get their number, they need to move their pawn based on the dice number. The next step is they have to speak based on the material where their pawn is standing.

METHOD

This study sought to see the students' perceptions toward the implementation of board game in English speaking class. Thus, a qualitative method was used. The method was suitable to use because it aimed to see the subject opinion about the problems. The qualitative method displays the data straight from the subject or participant originally without any treatment or manipulation to the subjects. Creswell (2009) defines that a qualitative method is a type of research that explores and understands some groups or individuals opinion about problems.

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, class E year of 2016 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.

To collect data, an open-ended questionnaire was used. Beside questionnaire, an interview technique was also used to support the data from questionnaire and get in-depth information about student's perceptions of board game. In order to establish the trustworthiness of the data, this study used member checks and tactics strategies in order to ensure the honesty in informants' answers. According to Lincoln & Guba (as cited in Shenton, 2004, p.68.) in member checks strategy, participants may be asked to read any transcript (questionnaire) in which they have participated. While in tactics to ensure honesty in informants' strategies, each participant should be given opportunity to refuse to participate. Therefore, it could ensure that the data collection session only involved those who are actually willing to take part and offer data freely.

To ensure the participant whether they can easily understand the questions or not, the pilot study was used. Moreover, it was used to make sure that the question could answer the research question. The pilot study was conducted with students that have similar experience with the participant students. The pilot study was conducted to class B year of 2015 who have taught English speaking skill with board game as the media by the same native teacher from RELO. To analyze the data of this study, a thematic analysis will be used. "Thematic analysis is the method for identifying, analyzing and reporting patterns (themes) within the data" (Braun & Clarke, 2006, p.6).

FINDINGS AND DISCUSSION

The findings revealed three major themes which reflect participants' perceptions on the use of board games in the English speaking class, namely (1) Learning excitement, (2) Playing the board game, and (3) Board game benefits. Questionnaire and interview quote were presented as evidence to support findings of the research. Each participant in this research was referred to as "Stud", and followed by the number, for instance the participant "Stud1" means that the student number one.

LEARNING EXCITEMENT

Learning excitement is one aspect that indicated students' enjoyments while playing game in the classroom. During the game, the participants said that they enjoyed learning by using board game as they felt not being forced to learn it. In this presentation, data from the questionnaire were first introduced.

Enjoyable for learning. Student 4 (Stud 4), wrote that in playing the game, he felt "*more comfortable*", and "*happier*". He said that the game could make students relaxed and felt not forced to study. Similarly, Stud1 also said that when playing the game, she felt "*less stress*". Stud4 and Stud1 reported that learning English speaking skill by using board game made them felt more comfortable since the game could decrease their stress level in learning.

In addition, Stud3 wrote that board game made her learning English in a happy way. She said that she felt "*so happy*" and that feeling makes "*English becomes more fun*" for her. Stud3 admitted that learning by using board game was effective to make the class atmosphere becomes more fun so that the students felt happy and enjoyed learning English, especially in speaking skills.

Furthermore, the answers from the questionnaire also corresponds with those found in the interview transcripts. For instance, Stud1 said that learning through board game is more fun and it does not make him nervous:

“lebih asik belajar bahasa inggris lebih menyenangkan kemudian nggak terlalu tegang”
(Stud1)

“It was more fun, more enjoyable, and it was not so nervous in learning English”
(Researcher’s translations Stud1)

Based on what students have reported, learning through board game is enjoyable and it could decrease their stress level. This feeling could happen because they were felt more comfortable interacting with their friends in a group rather than speak individually in front of the class. They felt nervous and afraid of negative evaluation if they made some mistakes, fearful of criticism, or simply shy (Jahbel 2017). Also, Nascente (2001) argue, usually, because of large classes and the tendency of some students made the others have no motivations to express themselves. Therefore, when the board game was implemented in their class, they felt more relaxed. The students also could easier to express their feelings regarding the topics of the game and they can speak more naturally without hesitation. The second code in learning excitement themes is interesting features that was presented in the following paragraph.

Interesting features. The interesting features of the board game also had good responses from the participants, specifically about the use of color variation in the game. As the participants had said in questionnaire, Stud8 and Stud10 for example, said that when they played the game, they did not “*get bored*” and the game “*does not look boring*”. Stud8 and Stud10 perceived that the color variations of the game could make students enjoy and fun in learning English speaking skills. It is also could avoid them from feeling of boredom and become more focus in learning. Those participants also reported that board game could encourage them to learn more because the interesting features of the game were attractive.

The responses of the participants from the questionnaire were supported by the interview result. Stud3 for example, she added that the color variation could give courage for students to learn more:

“Itu sangat menarik kak. karena banyaknya variasi warna itu memberikan kita semangat untuk lebih belajar lagi kak karena uhh menurut saya makin banyak variasi orang itu semakin tidak bosan untuk belajar itu” (Stud3)

“It is really interesting, because the color variations give us mettle to learn more, because uhh I think the more variations given, the lesser it gets people to feel bored to learn”
(Researcher’s translations Stud3)

In addition, Stud5 said that color variations made the game had more variant:

“Colors itu menarik soalnya desainnya itu tidak monoton karena banyak warna-warni”
(Stud 5)

“The color is interesting, because the design is not monotone because there are many colors” (Researcher’s translations Stud5)

Learning by providing varied colors could impact the students unconsciously. for example, colors could impact to the students attention, creativity and even feelings of security. According

to Birren (2006) as cited in Kurt (2014), colors have many emotional impacts such as Green (Peaceful and calm), Brown (Can reduce feelings of fatigue and improve feelings of relaxation or make students feel more secure), Yellow (Increases creativity and attention and instills a general feeling of positivity), Orange (Can improve alertness), Purple (Peaceful and calm), Off-White (Improves attention and instills feelings of positivity), and Red (Inspires alertness, excitement and creativity). Thus, colors can be used to infuse learning and students performance in learning. The last code in learning excitement themes was varied topics of the board game that was presented in the following paragraph.

Varied topics. Correspondingly, the participants also had positive views regarding the varied topic of the board game. The data from questionnaire revealed that Stud9 enjoyed learning through board game because of the various topics. She reported that the game has “*a lot of good topics*”. Stud9 thought that varied of topics could help students to think out of the box and also helped them to enrich their vocabulary as well as to improve their English speaking skills. In addition, Stud4 said that by having clues from the topics could make students “*easier to express their feeling*”.

Data from the interview confirmed the participant answers from the questionnaire. Stud3 said that:

“karena bisa improve ini kak, uhh skil. Skillnya itu bisa di improve karena dari hal-hal yang ditanyakan di board game itu bisa menjadi alasan unuk membrainstorming” (Stud3)

“It was because the use varied topic can improve the student’s skill. The skills can be improved from thing that being asked in board game and it can be the reason for us to do a brainstorming”.(Researcher’s translations Stud3).

Varied topic on the board game could help students to think more critically. Have the same topic of speaking in one meeting could made them bored and perform ineffectively. It is because in a class with a large number of students, each student will have very little time to speak because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. Therefore, the varied topic of the board game provides many kinds of topics in or outside the classroom. Also, the taking turn rules in the game could ensure that each student have the same period of time to speak.

Those participants reported that the excitement to learn English was triggered by the feelings they had while learning. The enjoyable feelings when the students learning by using board game were stimulated by the color and topic variations. The color and topic variations in board game made them interested to learn English speaking skill in a fun way because it could prevent them from getting bored during the learning activity and enhance their vocabulary through varied topics. In the following section, this study presented another theme, namely “playing the board game” to be discussed.

PLAYING THE BOARD GAME

In a game, there were always winner and loser. Playing any game always had rules, goals and decision making in order to win the game including board game. In order to win in a game, the players could work together or compete to each other. This theme will be discussed how the rules to play the board game.

Rules of the game. According to the data from questionnaire, Stud1, Stud2, Stud 3 and almost all of the students except Stud7 reported that when playing board game they need to “*work together*”. Those participants had similar views regarding the rules of the game. Stud7 reported that when playing the game she thought that it was answering question, she reported “*it is about question and answer of one topic*”. In the other hand, most of the students said that in playing the game they need to work together. Working together was important in the game since the player could help or got helped to answer the questions. They also reported that board game was not competitive game which tended to work alone in order to be the winner but it needed good teamwork in order to get the best result.

Playing a cooperative game is not like a competitive game in which shows individual achievements (I am “better” than the others) but it more emphasized on the joy and productivity that come from working together to achieve a group goals. Also, a cooperative game could stimulate students’ pro-social skills such as encourage each other, sharing and giving and taking. A well design cooperative game provides them with benefits of collaboration and they do it in a fun and natural way through direct personal experiences.

The rules of the board game also made the students more active in class, because the board game rule requires them to take turn more than once or twice. On the board game there are also some traps that made them back to the start and got possibilities to explain more topics on the game. Thus, the students also will interact more actively with each other.

Characteristics of the game. The characteristics of board game were expressing feelings, ideas and experiences. Expressing feelings, ideas and experiences in English fluently was the most important in board game. Stud1 said that it was not about to win the game but it was about “*how you speak (express idea)*” by using board game as the media. More opinion about playing board game was added by Stud5. She said that in playing the game it was not just play together but also it needed “*to help our friends to talk more about a topic*”. When playing the game, it could increase their social bond with their friends since they could help or being helped by their friends to speak more about a topic.

The students reported that board game also could help students to overcome some of their problems in speaking English. First, they felt that they are expressing an idea freely based on what they know about a topic of the game. Stud5 said that the board game could help them to overcome the anxiety problem by giving the students chance to answer the topic freely “*we could explain based on our own knowledge or experiences*”. Therefore, the students did not feel nervous. The second, the situation when they speak English also support them to speak more about the topic. Usually, students when come in front of the class they will feel shy or because of large classes and the tendency of some students make the others have no motivations to express themselves freely. Thus, by the help of the board game, it could help the students who faced this problem. The students have time to prepare themselves with the help of the group member to speak English confidently and hoped when comes an opportunity to speak in front of the class they already used to speak in English.

The data from interview confirmed the participants’ answers in the questionnaire regarding playing board game. For example, Stud1 thought that in playing board game, the player should work together in order to win the game. Besides that, the important thing was the players could answer the question in English properly and to be brave to speak English in front of the public. As he said:

“Kalau di board game itu nggak..nggak apa ya.. torang nggak berkompetisi sifatnya ndak kompetitif soalnya di board game ini yang dituntut si.. apa dulu namanya.. bisa bicara

bahasa Inggris dengan baik dan benar, kemudian bisa menjawab pertanyaan sesuai instruksi, dan ya.. intinya cuman memberanikan diri untuk berbicara speak English in front of public sih intinya” (Stud1)

“In board game it is not about competition because this game requires its players to speak English properly, and to answer the question based on the instructions and the important thing is it just to encourage us to speak English in front of public” (Researcher’s translations)

Stud4 also supported stud1 thought about the characteristics of the board game. She added that:

“kalau saya itu lebih kepada bekerja sama dengan tim, mau dia yang menang atau yang kalah itu tidak masalah, yang penting bagaimana kita bekerjasama dalam satu tim” (Stud4)

“ I think it’s tend to work together as a group no matter who will win the game, the important is how we work together as a group” (Researcher’s translations).

Those responses above showed how participants perceived the concept of playing board game. Based on the responses, the participants perceived that in playing board game, they did not need to compete to each other in order to win the game, but they had to work together. Moreover, Stud5 and Stud1 said that become a winner in the game was not the main point of board game, but how the participants responded and answered to the board game topics as well as had courage to speak in English properly was much more important.

BOARD GAME BENEFITS

This theme aimed to observe the participants views about what was the board game benefits in English speaking class for university’s students. Regarding to the board game benefits, there were two benefits that were found. The first benefit was the game could made students easier to learn English speaking skills and the second was the game could increase the students’ motivations. Concerning to the board game benefits, data from questionnaire were first displayed.

Easier to learn English speaking skills. Stud1 admitted that she *“absorb material faster”* and could train her *“speaking skills”* by using board game as the media. Stud1 assumed that the game could help her easier to learn and train her English speaking skill. It was good to use the game as a media in English speaking class because it demanded students to explain or describe, not only answering *“yes or no question”* she said. It supported by Stud4 and Stud8 which reported that learning English speaking through board game would help students to *“improve students’ speaking skills”*. Since the characteristics of the game was to express students’ feelings, ideas and experiences about a topic in English properly, so they had to think in perspective about something. Stud11 also thought that it was easier to learn English speaking skill through board game because she could *“speak more”* in classroom. Stud11 believed that when using this game as media, she could interact, speak, or express her feelings and ideas to her friends which resulting to the fact that she could speak more in class.

The students also reported that the board game is helpful to gain students confident in speaking English. Interacting in small groups that consist of three to five students could make them more relaxed. As they practice to speak English, they also build their English speaking skills with

their friends by giving peer feedback. From that feedback, they could evaluate themselves and get well prepared if the students have to speak in English in front of the class.

From what the participants from questionnaire had said, it was confirmed by the participants from interview regarding how suitable board game to be implemented in English speaking class was. For example, Stud3 added that board game was suitable to be implemented in English speaking class:

“Sangat-sangat membantu mahasiswa membantu terutama di speaking skills karena itu kan interaksi langsung sama sesama teman, sama-sama bekerja sama, menjelaskan materi, jadi bisa berinteraksi, jadi itu juga membangun atau membuat speaking skillsnya itu lebih” (Stud 3).

“It really helps the students especially in speaking skill because it provides direct interaction with friends, the sense of work together, the ability to explain the material. As the result, it also can improve their English speaking skill” (Researcher’s translations).

Based on the students’ responses above, the researcher perceived that the participants had similar thoughts regarding the benefit of board game which it made students easier to learn English speaking skills. They had reported that game could help students to enhance their English speaking skills. Alike to the first benefit, the participants also felt another benefit of board game. The second benefit of board game was it could increase students’ motivations. Regarding to the second benefit of board game, data from questionnaire reported their thoughts that presented in the following paragraphs.

Increase students’ motivations. Stud1 said that board game could increase their motivation because she could learn “*specific topic*” in fun way. Stud5 added that game she had played could make her “*feel happier in learning speaking*”. Adding similar thoughts, Stud10 stated that the game could release their boredom feelings while studying in college since, sometimes, learning in college environment could be “*boring*”. Therefore, the students needed something new or attractive while learning. Supporting Stud10 opinion, Stud11 added equal stance. She said that the game could prevent her from “*getting bored in classroom*”. Also, it could increase her motivation in learning English speaking skill because she was demanded to give her “*opinion*” that came from the game’s topics. Moreover, it could increase their motivation because they could speak based on what they thought about something and shared it with their friends. In addition, Stud9 said that playing the game could also become challenging because she needed to “*answer the topic*” in English.

Those participants reported that board game was suitable to be implemented in English speaking class. Learning in college sometimes made students felt bored easily. Therefore, it was suggested to use a media that could make the class atmosphere become more fun in order to keep or to increase the students’ motivations. Similarly, Stud2 said that board game could motivate her in studying English. She said that board game could “*enhance*” students’ motivations in learning English, and also Stud11 added that students could learn “*more vocabulary*”. Moreover, Stud1 share her opinion about how suitable the board game if it implemented in college level, she added “*I think it’s really suitable for first to second year of college level*” she reported that in that range of semester the students need to “*mastered the basic skill*”. She also said that the higher semesters are expected to focus on the “*implementation*” of the basic skill in speaking English.

Data from interview confirmed the participants answer from questionnaire regarding how suitable board game in college level was. For example:

Stud1 added board game was suitable and really helpful to enhance the students' English speaking skills:

“Appropriate untuk diterapkan di tingkat universitas untuk mahasiswa bahasa inggris, karena kan not all Students of English department have been Studying English for many years tapi masih ada basic-basic skillnya yang apa ya.. masih di low average. jadi cocok diterapkan karena nggak semua mahasiswa bahasa inggris sudah menguasai skil-skil bahasa inggris dengan baik dan benar.” (Stud1)

“It is appropriate to be implemented in university level for English students since not all students of English Department have been studying English for many years so their basic is still below average. Therefore, it is appropriate to be implemented because not all English students already mastered English skill properly.” (Researcher's translation)

CONCLUSION

This study found out the students' perception toward the implementation of board game in English speaking class. It was revealed that the students had positive responses as they enjoyed learning English speaking skill by using board game. This occurred because the game could bring amusing atmosphere to the class and made them relaxed in the classroom while learning the skill. Moreover, that atmosphere was triggered by interesting features of the game such as variety of colors and shapes. In which had many color variations and shapes could impact them unconsciously because each type of colors has its own psychological meaning. Moreover, by having many topics that students could talk about, made the game more interested to learn. Besides, it also could help students to sharpen their English speaking skill as well as could enrich students' vocabulary when playing the game.

Additionally, participants stated that winning the game was not the main point of board game but how to answer the question properly in English. The other main points were also to help their friends who have lower average of English speaking skill to be developed. Furthermore, the game could give benefit to the participants. They reported that the game really helped them to speak more in class. Learning with direct interaction with their teacher and friend also made the game more interesting and kept them felt motivated. It also could increase students' speaking skills as well as enrich their vocabulary. The characteristics of the board game also made the students more active in class, because the board game rule requires them to take turn more than once or twice. On the board game there are also some traps that made them back to the start and got possibilities to explain more topics on the game. Thus, the students also will interact more actively with each other.

The board game got very positive responses from the students, where their responses were grouped into three main themes by the researcher. Personally, the researcher thought that board game were appropriate to be implemented in university in order to sharpened the students English speaking skill before they going further and take more academic English speaking. Based on the researcher experience, board game can make the class atmosphere more amusing and it can make the learning process more fun also decreased the students' anxiety. The researcher also surprised by the participants answer regarding playing the board game, which they reported to win in the game is not the main point but to help their friends to speak more and proper in English is much important. This statement shows that board game not only help students to learn English speaking

skill but also it can make their social bound stronger and improve their English speaking skill together.

This study was limited to a discussion of finding out what were the students of the English Department at a university in Gorontalo year of 2016 perceptions toward the implementation of board game in English speaking class. Another limitation in the present study was the data that being observed only limited to the implementation of the board game in a formal activity such as in the university classroom. This study also limited by small amount of participants. This study did not display or observed the implementation of the board game in any informal activities, thus the participants' responses may differ between formal and informal situations.

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