Dart Board Game: The Game-based Activities to Teach English Speaking Skills for Young Learners

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Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan yang dihadapi oleh peserta didik usia dini di salah satu Sekolah Dasar Negeri di Yogyakarta. Para siswa menghadapi kesulitan dalam belajar keterampilan berbicara karena kosa kata mereka terbatas dan kurang percaya diri. Berkaitan dengan karakteristik anak usia dini, penelitian ini menggunakan media pembelajaran berbasis permainan sebagai solusi dari permasalahan keterampilan berbicara peserta. Penelitian ini bertujuan untuk menyelidiki penerapan permainan papan Dart untuk mengajarkan keterampilan berbicara bahasa Inggris kepada pelajar muda dan untuk mengungkap manfaat dan hambatan penggunaan permainan papan Dart sebagai media pembelajaran berbasis permainan. Penelitian ini menggunakan pendekatan penelitian metode campuran. Instrumen yang digunakan adalah observasi, angket dan wawancara. Hasil penelitian mengungkapkan bahwa Darts board game dapat digunakan sebagai media pembelajaran keterampilan berbicara bahasa Inggris di kelas. Dari keterlibatan langsung siswa dalam permainan papan Dart dan siswa menjawab instrumen penelitian, hasil penelitian mencapai kualifikasi tinggi untuk implementasi dan manfaatnya. Penerapan Dart board game dalam pembelajaran berbicara mencapai 84,1% dan manfaat yang diperoleh 82,3%.

Kata kunci: Dart Board Game, Keterampilan Berbicara, Pembelajar Muda

Abstract

This research was based on the problems faced by young learners in one of the state Elementary School in Yogyakarta. The students faced the difficulties in learning speaking skills due to their limited vocabulary and lack of confidence. Regarding to the characteristics of young learners, this study used game-based learning medium as the solution for participants' problem of speaking skills. This study aimed to investigate the implementations of Dart board game to teach English speaking skills to young learners and to reveal the benefits and obstacles of using Dart board game as a game-based learning medium. This study used a mixed-method research approach. The instruments were observation, questionnaire and interview. The results of the study revealed that the Darts board game could be used as a teaching and learning medium for English speaking skills in class. From the direct involvement of students in Dart board game and the students to answer research instruments, the research results achieved the high qualification for its implementation and benefits. The implementation of the Dart board game in learning speaking reached 84.1% and benefits obtained 82.3%.

Keywords: *Dart Board Game, Speaking Skills, Young Learners*

INTRODUCTION

Speaking is one of the english important skills, there are, speaking, listening, writing and reading. Based on Tarigan (2015: 16) speaking is the ability to pronounce articulation sounds or words that express, state and convey thoughts, ideas and feelings. In Indonesia, students started to get english lesson in elementary schools. According to Suyanto (2008), Indonesian young learners are elementary schools students between 6 to 12 years old children. In same

case as what happened to young learners at one of state elementary schools in Bantul, Yogyakarta. There, the students learned English subject starting from grade four. In the previous academic school years, first to third graders got English as an extracurricular lesson with an allotted study time for only 30 minutes. This statement was explained directly by their English teacher through the interview session. The English teacher continued explaining that fourth graders at the elementary school were lack of interest and ability in English speaking skills. The lack of ability and interest in English may also be influenced by the provisions of the curriculum which causes them to only get full English learning when they are in grade 4 which caused them to still feel quite foreign to English. According to Anzar & Mardhatillah (2017), there are several factors that cause a lack of student interest in learning, including internal factors and external factors. The internal factors included student characteristics, students' attitudes in learning, students' concentration, ability in learning materials, ability to explore learning, self-confidence, and study habits. The external factors included teacher factors, environment, school curriculum, and infrastructure.

According to Harris in Kurniati (2015), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. In addition to vocabulary as an aspect in speaking skill, the researcher conducted a pre-test. The pre-test was carried out by providing several pictures and asking students to describe them orally. In accordance with the observations, the learning material for fouth graders at the elementary school had reached the material *Daily Activity and Telling Time*; the pre-test given was adjusted to it. From the results of the pre-test, it was found that 80% of all students in the class were still not confident to speak English in front of the class. In fact, self-confidence is an important thing in the learning process. Komara (2016) said that the higher the self-confidence and academic achievement, the higher the career planning and conversely, if the self-confidence and learning achievement are low, then the career planning will be lower. Furthermore, from the results of the pre-test, it was found that 90% of the students were still lack of vocabulary; which of course in accordance with the initial observations and also the interviews that were conducted with their English teacher. The lack of vocabulary, was also one of the factors why students could not describe the pictures given by researcher during the pre-test. Another problem occurred was the students' pronunciation; where there were still many of them who faced difficulty pronouncing English words even though they knew the word and meaning in Indonesian. As quoted from Diyanti (2008), to be able to use English in communication, young learners had to acquire necessary vocabulary and structures. In other words, if young learners were studying English, they had to focus on vocabulary first; for grammar and fluency were components of speaking that could be applied at the next level when students had already known a lot about English itself.

As stated by Slattery and Willis in Hakim (2011), English is taught in early grades, such as Kindergarten and Elementary School, so teachers are needed to teach it to young learners. Harmer (2007) classified the characteristics of young learners as follows: (1) They respond to meaning even if they do not understand individual words; (2) They often learn indirectly rather than directly; (3) Their understanding does not only come from explanations, but also from what they see and hear, and most importantly, have the opportunity to touch and interact; (4) They find abstract concepts such as grammar rules difficult to understand; (5) They generally display enthusiasm for learning and curiosity about the world around them; (6) They require individual attention and approval from the teacher; (7) They are interested in talking about themselves and respond well to learning using themselves and their own lives as the main topic in class; and (8) They have a limited attention span unless the activity is very interesting, they get bored easily. Based on the statement above, it is necessary to have a good approach and strategy in order to produce a fun speaking learning atmosphere for young learners. According to Chen in Alwasilah (2010), the use of game in teaching can provide good communicative activities and can be a powerful tool in teaching language. From the statements above, it can be seen that games are a suitable strategy for teaching young learners, especially in teaching speaking.

Game-based learning is a learning system where teachers use game media as a means of student learning. Games here can be divided into two types as revealed by Maulana (2019). Games consist of two types, namely online games and offline games. Online games themselves are also referred to as digital games, as stated by Firdaus et al (2018). Online games are a form of electronic games that are connected to the internet network and are played via computers, smart phones, game consoles, laptops and other game devices and are multiplayer or can be played by many users at the same time. Then offline or non-digital games are games where the media and games are played directly or without having to be connected to the internet network. Baesd of the various adverse effects generated by online/digital games, it would be better if young learners do not get used to the habit of playing online games, where this will be very vulnerable to causing addiction. Plus the age of young learners who are really happy to learn new things, it is possible that young learners will actually fall into bad things if they are outside parental supervision. Likewise with teachers as their instructors, the use of appropriate learning media for young learners is an important thing that will stimulate the growth and development of young learners in the future.

Therefore, the application of game-based learning media also needs to be implemented properly, as stated by Boctor (2013). Game-based learning programs should provide students with the capacity to be involved in their education, and to reflect on, understand, and apply the acquired knowledge in real life; which is also in line with the statement from Pho and Dinscore (2015). They stated that game-based learning is not superior to other learning approaches in terms of educational potential, but that it has a greater potential to enhance motivation and increase student interest in the subject matter. Good game-based learning media will be very useful and help students express themselves and are useful for further increasing students' understanding of learning material.

There are lots of non-digital learning media that have been applied in learning English. Then here, the researcher wants to use game-based learning media which is still quite rarely used by previous researchers, that is Dart Board game. According to Pambudi (2017), Dart game is a game of throwing small darts at targets on a round board (dart board). This target board game with a game system that is able to hone the concentration and focus of the players is an interesting non-digital game-based learning medium and is also able to train students' focus and concentration during learning.

Previous research was conducted by Puspasari and Malik (2017) with the research entitled *Making of Dart Board Games for Elementary Students*. This research focuses on teaching vocabulary to elementary students by making Dart Board games a learning media. This study examined how the use of Dart Board games in learning vocabulary for elementary school students. Then the evaluation results were satisfactory. Some students gave positive responses.

The second research was conducted by Asiah (2020) with the title *Utilization of Dart Board Games as a Strategy to Improve Students' Speaking Skills*. In this study the researcher used Dart board games to teaching speaking skills. The method used in this study was quantitative with true experimetal research. This study was conducted in one of the Junior High School and the seventh graders as respondens. After the data was collected the researcher found that Dart board games improve students' ability in speaking, based on the increase number of the pre-test and the post-test.

Syaku (2020) was conducted the research with the article entitled "The Use of Board Game in Teaching Speaking to Young Learners". In aims to find the advantages by using Dart board game as a learning media and researcher found that students seemed enjoy the learning process using Dart board game.

Furthermore, this research of *Dart Board Game: The Game-based Activities to Teach English Speaking Skills for Young Learners* aimed to answer: 1) How is the implementation of the Dart board game for young learners to learn English speaking skills? 2) What are the benefits and obstacles of Dart Board game in learning English speaking skills for young learners?

METHODS

In this study, reseacher used the mixed-method approach; with combining of quantitative and qualitative techniques, in particular descriptive-quantitative-qualitative techniques. This technique aims to obtain more valid data by performing multiple steps or data collection techniques for researchers such as pre-testing, conducting, questionnaires, interviews, and conducting observations. Combining the two types of data and combining the two types of studies is believed to yield the most accurate research results (Creswell, 2014). Five). In this combinatorial research, it is believed that the combined method can fully understand the research question. According to Sugiyono (2017) quantitative research; research method that used to researching a sample, data sampling techniques are usually random, using research tools for data collection, data analysis will be in quantitative or statistical to test the proposed hypothesis. Moleong (2007) stated that qualitative research is interpreted as research aimed at understanding situation experienced by subjects. It is appropriate for investigating questions connected to the study of subject behavior, attitudes, motivations, perceptions and behaviors. In other words, quantitative techniques cannot be used in this type of study. According to Sugiyono (2012), descriptive research was arrange to specify the worth of an independent variable, one or other variable (independent) without comparing or connecting with another variables. The descriptive method in this study was intended to find out and describe facts about the benefits and barriers to using Dart Board games in learning English especially for speaking.

The researcher used observation, questionnaires and interview to collect the data. The first step was a qualitative research method; conducting direct classroom observations and then interviews with the English teachers. That was substantiated by the documentary evidence that has been preserved. Additionally, researcher used quantitative research techniques to collect data. The questionnaires were distributed to 18 students; who were fourth graders from one state elementary school in Bantul, Yogyakarta. This questionnaire were to answer the research questions 1) How is the implementation of the Dart board game for young learners to learn English speaking skills? 2) What are the benefits and obstacles of Dart Board game in learning English speaking skills for young learners?. Besides, the researcher used interviews with five students who had the most unique questionnaire answers to strengthen the results of the research data and find out the implementation of Dart board game from the students' point of view.

FINDINGS AND DISCUSSION

This section presents the results of the research. This study presented three major findings for further discussion including Dart board game implementation, the benefit of the Dart board game and the obstacles of the Dart board game.

Dart Board Game Implementation

In terms of the Dart board game implementation, this survey showed how the students understood the Dart board game and their opinions about the Dart board game implementation. The questionnaire questions were explained by the researcher to make the students could understood the meaning of the questions. In general, a Dart board game implementation was shown in Table 1.

Table 1. Dart Board Games' Implementation

Statements	Agree	Disagree
I feel enthusiastic and interested in the Dart Board Game that given by the teacher	94,4%	5,6%
By learning while playing the Dart Board Game, I can train my concentration to focus more on learning English	100%	0%

The teacher gives clear instructions for playing the Dart Board Game	94,4%	5,6%
The teacher provides fun learning English in the form of a Dart Board Game so that it motivates me to be able to learn English	100%	0%
In the Dart Board game I learned to interpret something verbally to practice speaking skills	94,4%	5,6%

Table 1 showed that 85% of fourth graders felt excited and interested in the dart board game; this number was significant because almost all students chose to agreed and strongly agreed on answers which indicated that the dart board game presented can attracted their attention to be more interested in learning. In addition to the increasing enthusiasm, 100% of students agreed that during the implementation of the dart board game, they became more focused on learning English; from this percentage, it could be concluded that all students felt the benefit from the Dart board game itself. According to Triastuti et al. (2016), to improve the abilities of students or learners, a particular media is needed to be able to arouse their enthusiasm for learning. If they were passionate about the media, in this case, the researcher used the Dart Board game to train concentration. 94.4% of students agreed with the statement that *the teacher gave clear instructions for the game*; this percentage showed that almost all students understood the ways and steps of the game. With a percentage of 94.4% for the statement that *students learn to practice speaking skills using the dart board game*, it showed that almost all students got what was meant by the implementation of the dart board game, that students practiced speaking in English and reduced their problems in terms of vocabulary and self-confidence, where this statement will be explained in more detail in the benefits of dart board game section.

According to the students, learning activities used the Dart board game medium were more enjoyable than regular learning, including interested and excited responses when participated in the game. Regular learning activities tend to be monotonous, and they was quickly became bored and lose interest in learning English. Because of this, many of them could not understood the material in English classes. Especially in speaking skills, they still need more confidence to speak in English. With the Dart board game activities they developed a greater appreciation of the subject matter. The Dart game seemed colorful and exciting. Therefore, the enthusiasm for the Dart game increased.

Regarding the implementation of the Dart board game, the students' point of views were described as follow:

[Interviewee 1: *Aku susah berkonsentrasi saat belajar bahasa inggris karena bahasa inggris susah dipahami*]
(I have a hard time concentrating when studying English because English is hard to understand)

[Interviewee 2: *Permainan dart board menyenangkan, dan membuat pelajaran jadi tidak membosankan. Gambarnya juga menarik karena berwarna-warni*]
(Dart board game was so fun, and make the lessons not boring. The pictures was also interesting and colorful)

[Interviewee 3: *Tantangan dalam dart board game lumayan susah, tapi aku bisa menyelesaikannya*]
(The challenge in the dart board game was quite difficult for me, but I can finish   it)

[Interviewee 4: *Saat maju ke depan aku gugup sebelumnya, tapi setelah belajar sambil bermain dart board aku jadi lebih percaya diri buat maju ke depan*]

(When I came to the front of class, I was nervous before. But, after learning the lesson and playing dart board, I became more confident to come in front of class)

Regarding to the students' interview, some students said it was difficult to concentrate while learning English. From the student's point of view, the Dart game was fun because the colorful pictures increased their interest in the game and made the classroom atmosphere less boring. According to the students, the challenges involved in the Dart game were quite difficult, but they can solved them. This proved that the student understood the rules and procedures of the game and were willing to solved the challenges and questions contained in the Dart board game. Following this perspective, students who were often nervous when asked to come to the front of the class before playing dart became accustomed to more confident in answered the questions in front of the class and became less nervous. Students were seen actively participated in the game by threw the Darts and answered the questions during the game.

Based on the students' points of view and the elaboration above, it could be concluded that students understood the Dart board game, the steps of the game and the benefits for them after the game ends. Through students' opinions, it could be seen their understanding of the dart board game itself.

The Benefits of the Dart Board Game
This section reveals the benefits of the dart board game for students in learning English speaking skills. The questionnaire questions were explained by the researcher to make the students could understand the meaning of the questions. In general, the benefit of dart board game was shown in Table 2.

Table 2. The Benefit of the Dart Board Game

Statements	Agree	Disagree
By learning while playing the Dart Board game, I can better understand the subject matter given	94,4%	5,6%
The Dart Board Game provided by the teacher helped me to be more communicative in speaking English	83,3%	16,7%
The teacher gave a Dart Board game to facilitate vocabulary learning so that I was able to increase the amount of vocabulary I had	100%	0%
Learning to use the Dart board game has increased my interest in English lessons, especially learning speaking skills	94,4%	5,6%
I became more communicative to be more confident in class after learning while playing Dart board games	94,4%	5,6%
In my opinion, the Dart board game is very suitable for learning English and practicing speaking because it is unique and I feel that my vocabulary has increased after playing the Dart board game	100%	0%
With games given by the teacher, it makes me more confident to speak (speaking skills) and be able to complete the assignments	100%	0%
I feel more motivated to be able to complete challenges in Dart board game, because Dart board game make me think quickly and train my concentration	100%	0%
By learning about daily activities and telling time while playing Dart board game, it made me understand more about the subject matter given	94,4%	5,6%

By learning Daily activities and telling time using a Dart board game, it increased my interest in English lessons	100%	0%
By learning daily activities and telling times while playing a Dart board game it improves my concentration so that I can successfully solve the problems/challenges given by the teacher	100%	0%

Table 2 showed the benefits of Dart board game as a non-digital game-based learning medium. Based on the percentages listed above, as many as 94.4% of students agreed that with the *they could better understand the subject matter provided.* This percentage was a high number; means that almost all of the students answered that they agreed with this statement. Then, in the statement that *the Dart board game was a medium for training and increasing vocabulary*, it showed a percentage of 100%; this means that overall, students agreed with this statement. In the following statement, 100% of students agreed that *the Dart board game was suitable for learning English and practicing speaking*, students felt their vocabulary had increased after played the Dart board game. The following percentages show that 100% of students agreed that *the Dart board game train concentration and quick thinking.* The natural function of the Dart board game itself was aim to require the player to concentrate completely to hit the correct target with the arrow. This was followed by the following remarks, with 100% of the students agreeing *that the higher the concentration of the students, the easier to overcome the challenges of the Dart board game.*

According to the students, they had never played a Dart board game while learning English, so this activities were new for them. Futhermore, according to students, learning while played the Dart board was a fun activity. The learning processed was not monotonous and students can directly participated in the games, so they was be able to practiced their speaking skills and boosted their confidence. Students became accustomed to practiced their speaking in front of the class. Students themselves recognized the importance of vocabulary in learning speaking, and the Dart board game allowed students to expanded their subject-related vocabulary.

Regarding the benefits of the dart board game, the following were students statements as students' points of view:

[Interviewee 1: *Belajar sambil bermain dart board game sangat menyenangkan, membuat saya lebih terbiasa untuk berbicara dalam bahasa inggris dan latihan maju ke depan kelas*
(Learning Dart board game was so much fun that it easier to practice speaking in English and increased my self-confidence)

[Interviewee 2: *Menurut saya, belajar kosa kata dalam bahasa inggris itu penting supaya kita bisa pintar bahasa Inggris.*
(In my opinion, learning vocabulary in English is important to improve my English)

[Interviewee 3: *Dart board game membuat saya lebih semangat belajar bahasa inggris karena ternyata bahasa Inggris itu menyenangkan.*
(The Dart board game made English fun and made me more interested in learning English)

[Interviewee 4: *Menurut saya, belajar bahasa inggris sambil bermain dart board game cocok untuk melatih speaking skills dan menambah vocbulary karena saya menjawab soal yang bisa menambah sama kosa kata dalam bahasa Inggris.*
(In my opinion, learning English while playing the Dart board game was a good way to practice my speaking and it increased my vocabulary because i could be able to answer questions in English)

From the students' point of view, they enjoyed learned English while played Dart board. According to the students, played the Dart board game made learning more fun and at the same time it was helped them became more comfortable speaking English in front of the class, gave them more confidence. Students also understood the importance of mastering English vocabulary. For this reason, researcher seek to used Dart game medium as non-digital game-based learning with the aim of finding and solving students problems. Nation in Linse (2005), stated that teachers should facilitate vocabulary learning for students by teaching learners some strategies that students can be able to make meaning on their own words. Based on this statement, researchers used Dart board game as a strategy to improve students' English skills. This indicates that students' positively responded of the Dart board game during their English class and have directly realized the benefits of the Dart board game. According to the students, another advantage of used the Dart board game was that they found learning English was fun, which increased their motivation to learn English. Motivation refers to an internal drive that urges someone to do somethings to achieve something (Harmer, 2007). This is the process that stimulates thoughts and feelings to do or attain something.

Based on the student's perspective above, it could be concluded that the benefits of the Dart game and the impact it gave on students were well experienced by the students. This revealed that all students agreed that learning while playing a Dart board game gave many benefits. Students' opinions showed the Dart board game itself benefits students.

The Obstacles of Playing Dart Board Game

This section showed the obstacles of Dart board game as medium for learning speaking skills. The questionnaire questions were explained by the researcher to make the students could understand the meaning of the questions. The obstacles of Dart board game could be seen in Table 3:

Table 3. The Obstacles of the Dart Board Games

Statements	Agree	Disagree
I feel nervous when I am appointed to come forward and have to speak in English in front of the class	50%	50%
I always try to do the questions according to my thinking without asking friends	72.2%	27,8%

Table 3 showed the obstacles results of the Dart board game as a game-based learning medium. The first obstacle was reached 50% of *students was still nervous when teacher asked to speak English in front of class.* Regarding to students self-confidence issues, which their English teachers said that the another problem participants faced was lack of self-confidence. Faced with these obstacles, it was quite difficult to persuade all students to come to the front of the class and practice speaking English. Based on the observation checklist completed and signed by their english teacher, her agreed that teachers (researchers) was always tried to helped students about their answers. Encouraged and paid attention to the students by always asked other students if their friend's answer was correct or not. For the following obstacles, 72.2% agreed that *they always tried to answer questions without asking their friends.* This percentage is a quite high number because it means that almost all of the students always tried to answer the question without asking their friends. The obstacle is 27.8% of other students who are not yet used to answering questions without asking their friend, this percentage was meduim. Their English teachers agreed that the researcher assisted the students when they forgot to mention or found it difficult to mention the content of their material. With the help of researcher, students do not have to check their answers to their friends.

With the aim of strengthening the research results, the following was student statements as students' points of view.

> [Interviewee 1: *Saya tidak terlalu percaya diri untuk maju ke depan kelas, saya masih agak takut buat maju ke depan.*
> (I`m not too confident to go to the front of the class, I'm still a bit afraid to go to the front of the class)

> [Interviewee 2: *Saya merasa percaya diri karena kita bisa latihan maju kedepan dan menjawab soal.*
> (I'm confident because we can practice our English speaking skills and answer the questions.)

> [Interviewee 3: *Menurut saya tantangan soal yang ada di permainan dart board itu gampang karena aku bisa menyelesaikannya.*
> (I think the questions and challenges in the Dart board game were easy because I can solve them.)

> [Interviewee 4: *Soal yang ada di permainan dart board itu susah, jadi aku ngga bisa karena susah.*
> (The questions in the Dart board game were difficult so that I can not answer it.)

The research data collection were based on the specific techniques are; observation, questionnaire, interview. After the data were collected, then conduct a question-based analysis used descriptive data analysis to describe and interpret the percentages as a frequency table, then analyze the data using the formula suggested by (Sugiyono, 2016). The Dart board game implementation reached 84.1%. With this persentage, Dart board game implementation was high qualification which revealed that Dart Board game were useful to be implemented in learning English speaking skills to young learners. Futhermore, the percentage of the benefits of Dart board game showed 82.3%; means that the benefits of Dart board game reached a high qualification. It showed that the Dart board game was gave many benefits that could be beneficial for students in learning English. Lastly, the percentage for the obstacles of the Dart board game obtained 49.3%; presenting that the obstacles of the Dart board game was in medium level. The students were still found difficulty when they had to speak in front of the class and worked individually without asking their classmates during the Dart Board Games implementation.

CONCLUSION
The Dart board game as a non-digital game-based learning medium is high qualification, with the percentage of the implementation of the Dart board game reached 84.1%. and the percentages of the benefits of the Dart board game reached 82,3%. This study aims to find out how the implementation of the Dart board game, its benefits and obstacles, but the obstacles percentage itself is still quite high, even though the percentage of implementation and benefits is also very good. The suggestions for teachers, readers and future researchers are to find the solution to reduce existing obstacles and continue to develop the Dart board game as medium for learning English speaking skills especially for young learners.

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