

THE USEFULNESS OF BOARD GAMES IN IMPROVING PUPILS' SPEAKING SKILL

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Annotation: *This article examines the advantages of employing board games as a teaching technique to help students become more proficient speakers. It emphasizes how playing board games can help with vocabulary expansion, communication practice, fluidity and spontaneity, listening comprehension, and the development of critical thinking and problem-solving skills. A fun and useful strategy to encourage students' language development and boost their speaking confidence is to use board games in the classroom.*

Keywords: *phonemes, pronounce, the right pitch, acceptability, grammatical accuracy, halts, repetitions, fillers, grammatical errors, show and tell, pecha kucha, running dictation, hallmark, communication.*

INTRODUCTION

Board games were proven to be efficacious in improving pronunciation in terms of clarity and intelligibility. Pupils were able to identify, blend, and segment individual sounds, know the differences between phonemes, and pronounce the ending sounds /s/, /z/, and /iz/ clearly. Pupils were able to articulate the speech sound with the right pitch, stress, and intonation concerning some standard of correctness and acceptability. Repetition of words mentioned by peers in the board games facilitated pupils' memory retention of the words' pronunciations. Board games also caused a significant improvement in fluency. Pupils' speech fluency showed a huge progression as their speed of speech production was maximized, grammatical accuracy was increased, and they could further elaborate on their points of view. Pupils could understand the conversation and respond to their peers using comprehensible speech as well as express their opinions without hindrances. Halts, repetitions, fillers, and sentence fragments were reduced in the speech, and communication was not impeded by minor grammatical errors and language limitations.

METHODOLOGY

Show and Tell

Students can be asked to bring to school an object to show and tell about. This is lots of fun because students will often bring in something meaningful to them or that gives them pride. That means they'll have plenty to talk about! Encourage students to ask questions about each other's objects. Instead of having students bring their objects, you could provide an object of your own and ask them to try to explain what they think it is and what its purpose is. Another option is to bring in pictures for them to talk about. This could be discussed with a partner or in a group before presenting ideas in front of the whole

class. Generate a stronger discussion and keep things flowing by asking students open-ended questions.

Pecha Kucha

If your students have laptops (or a computer lab they can use) and are reasonably familiar with presentation software (such as PowerPoint), then all that's left to acquire for this activity is access to an LCD projector.⁸ Students can have a lot of fun speaking while giving a presentation to the class. Using projected images helps to distract some attention away from the speaker and can be helpful for shy students.

Running Dictation

This useful activity requires students to use all four language skills—reading, writing, listening, and speaking—and, if carefully planned and well-controlled, can cause both great excitement and exceptional learning. Print out some short texts (related to what you're studying) and stick them on a wall away from the desks. You should stick them somewhere out of sight from where the students sit, such as out in the corridor.⁴⁹

DISCUSSION AND RESULTS

Board games were regarded as tools that exposed pupils to various chances to practice speaking the target language naturally. Pupils were connected to real-life situations that provided meaningful learning opportunities through board games, thus stimulating them to develop their creativity and thinking in a wider area⁵⁰. Pictures and words provided on the cards in board games enabled pupils to develop ideas for their speech content, and pupils gained experience using the language naturally for their daily communication. It was notable that pupils were keen on speaking after board games were implemented in their speaking lessons. A few studies indicated that board games created a positive learning environment with a comfortable atmosphere that reduced apprehension in communication and boosted confidence in speech. Moreover, board games required pupils to gather in small groups to play, so pupils were able to learn through their friends' speaking. The stress-free ambiance offered by board games allowed pupils to forget their shyness and express ideas naturally. As pupils were familiarised with the concepts, rules, and regulations of board games such as Monopoly and Snakes and Ladders, their anxiety and phobia in speaking was minimized, and they felt more encouraged and confident in conveying their opinions to their friends in the games.

CONCLUSION

In conclusion, teaching speaking skills is the target that must be achieved by teachers in speaking teaching. The target is to communicate effectively. This means all learners should be able to communicate well and fluently and encourage themselves to practice it with all their capability. Besides that, it is important to enrich the student's knowledge of using the language items such as vocabulary and English grammar functions. A learning strategy is also needed in speaking teaching.

Good pronunciation and fluency in speaking skills are the hallmarks of culture, and the teacher must accomplish this goal approximately as an Englishman does. Incessant effort is needed in this direction from the teachers and learners. The teachers should be

⁴⁹ Johnson, K. (1996). *Language teaching and skill learning*. Oxford: Blackwell

⁵⁰ Ho, P.V.P.; Thien, N.M.; An, N.T.M.; Vy, N.N.H. The effects of using games on EFL students' speaking performances. *Int. J. Engl. Linguist.* 2020, 10, 183–193.

given training in pronunciation. The syllabus should focus on the skills of speaking and pronunciation. The examinations should also tilt towards the spoken abilities of the student. Then there is no reason that the students may fail to acquire good speaking skills and pronunciation⁵¹.

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⁵¹ McCarthy, M. (1998). Spoken language and applied linguistics. Cambridge: Cambridge University Press.