CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents definition of speaking, types of speaking, components of speaking, problem of speaking, testing speaking, activities of teaching speaking, media, game, recount text and previous study.

A. Speaking

This study is about recount speaking ability. Therefore, it is important to review on related literature about speaking. It will explain the definition of speaking, types of speaking, components of speaking, problems of speaking, testing speaking, and activities of teaching speaking.

1. Definition of Speaking

Speaking is one of important abilitys that must be taught in language class. According to Brown (2001:267) speaking is an interactive process of constructing meaning that involves producing, receiving, processing information, and the presence of speaker and listener. Thus, speaking is not only used for communication with other people but by speaking we can get new information or we can share our ideas to other people.

Speaking also is the productive ability. It can`t be separated from listening. When we speak, we produce the text and it should be meaningful. As stated by Nunan (2003:48) that speaking is the productive ability which consists of producing systematic verbal utterances to express meaning.

While Chastain in Castello (2007:78) declared that speaking is a productive ability which involves many components. It is more than producing the right sounds, choosing the right words, or getting constructions of grammatically correct.

Speaking can`t be separated from pronunciation, because pronunciation will influence on what want we speak. By using correct pronunciation, the listener will catch the meaning easily, and contrarily. If we speak without using correct pronunciation, the listener will be confused in understanding what we speak. Sometimes, the listeners become misunderstanding to catch the meaning and the purpose.

In addition, speaking is social communication which aiming at sharing values and traditions that bind a community together (Richards and Renandya, 2002:206). Therefore, to speak a language, one should know how the language is used in social context because it can involve a wide range of non-verbal symbols, which sometimes contradict the verbal language.

2. Types of Speaking

According to Brown (2001: 271) there are some types of classroom speaking performance, they are:

a. Imitative

Imitative is an activity when learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Short replies to teacher or students initiated question or comment.

d. Transactional (Dialog)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

f. Extensive (Monolog)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

In this research, the researcher implemented type of speaking is extensive (monolog) which in this research, the activity was students extend monologues in form of oral retelling, exactly oral retelling their personal experience in front of the class.

3. Components of Speaking Ability

In speaking, there are many components that have to be mastered if people want to speak well. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

a. Grammar

It is needed for students to arrange a correct sentence in conversation.

Grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to arrange word in a sentence, the correct tenses will be used etc. So, grammar is one of components to create a good sentence.

b. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is very important for the speaker and listener.

The speakers can say fluently when they have a lot of vocabularies. In addition, the listeners can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener understands the speaker too if the speaker can develop the speakers vocabulary.

c. Pronunciation

Pronunciation is the way for the people produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speakers said. In other word, we have to consider that speech and fluency are rather

strongly erected by language problem. It means that the listeners will understand the speakers speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

Comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by others or inviting to speak. Comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. So, comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

4. The Problems of Speaking

The learners have their own difficulties in learning the language, particularly in improving speaking ability in English. It is not easy for them, because English is not first language but English as foreign language. The following are the problems of speaking ability declared by Ur (1995:121):

a. Inhibition

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the

classroom: worried about mistakes or simply shy of the attention that their speech attract.

b. Nothing to say

Even they are not inhibited, you often hear learners complain that they can`t think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be spoken.

c. Low participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

d. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

In this research, the problems that appeared in practice speaking were inhibition, nothing to say, and mother tongue used. First, in problem of *inhibition* was found some problems. Those were the students were not confident and worried to make mistakes in their speaking. The students also were shy to speak in front of many people. Second, in problems in *nothing to say*, the students lack of vocabulary to arrange the sentence to speak. Third, *Mother tongue use*. The students often used their mother tongue when they were asked to speak in front of the class. Most of the

students were not disciplined in using their target language in the learning process.

5. Testing Speaking

The objective of teaching speaking is the development of ability to interact successfully in that language and therefore, speaking involves comprehension as well as production. Consequently, testing speaking should enable the students to elicit the behavior which truly represents their ability and which can be scored validly and reliably. In testing speaking, the teacher can promote the activities or techniques to measure the students` ability. According to Johnson (2001:310) there are some techniques of testing speaking:

a. Reading aloud

One of the techniques in testing speaking is reading aloud. It is usually used when the examiner want to access pronunciation. In this technique, the student is given a short time to glance the text or the sentence before being required to read aloud. The scoring in this technique is also relatively easy to do because students` oral pronunciation is controlled.

b. Picture cued

Using picture, diagrams or graphs can be used to access oral production. In this technique, the students are given a picture to be studied in a few minutes and asked them to describe the picture in

limited time. The right selection of the picture to be used in testing can help to control this testing.

c. Oral Interview

Oral interview is an activity where the teacher gives questions and asks the students to answer the question orally. By this, the teacher will know the students ability in speaking. The scoring of oral interview is more objective and has low reliability.

d. Imitation

The tester says a series of sentences to the learner, each longer than the one before. The learner repeats each sentence. The idea is that the longer the sentence the learner can repeat without error, the higher his level.

6. **The Activities of Teaching Speaking**

Speaking activities concentrate on getting learners to produce sounds, phrases, or grammatical structure range from activities which are controlled by the teacher until activities where the learners have much freedom to choose the language they use. Controlled activities generally focus on the learners producing language accurately, while less controlled activities focus on the learners` fluency.

English teacher should create a classroom environment where students have real-life communication, authentic activities, and meaningful task to promote oral language. According to Harmer

(2007:129), there are many kinds of speaking activities can be held by the teacher and learners in a classroom. They are as follows:

a. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night", and ask them to practice it in front of the class.

b. Information Gap.

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

c. Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also

can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students'.

d. Describing Picture

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking abilitys.

e. Communication Games.

There are many communication games that used in speaking activities. All of them aim to get students as quickly and fluently as possible. The games and the characteristic hoped able to increase the speaking ability. One of games can be used is board game.

B. Media

In this research, the researcher used media in teaching speaking. Therefore, it is important to review about media include definition of media, and kinds of media.

1. **Definition of Media**

According to Arsyad, (2009:3) media are aids which are needed to support some of activities in the world. While According to Azhar (2011:4) media is a tool that conveys or deliver the message of learning.

According to Asnawir and Usman (2002:11), instructional media is something that is to transmit messages and can stimulate the thoughts, feeling and audience (students) desire, so it can encourage the learning process themselves.

Teaching media is a learning instrument used by the teacher in the teaching and learning process in the classroom. The use of media is important to arouse the intrinsic motivation of the learners.

By some definitions above, it can be concluded that media is used as facilities to deliver information from sender to the receiver. The use of instructional media is to help the students in understanding and learning the lesson easily in the classroom. Besides that, by using instructional media, the students will be more interested and motivated in teaching learning process. Because of that, the teacher has to select and decide an appropriate media to deliver the materials in order suit the material and students` level. Nilawati (2007: 18) declared that:

Selecting appropriate media of teaching is not only using teaching randomly without planning first, but also analyzing the level of the students the appropriate material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special.

Media has some advantages for delivering materials in teaching learning process. Kemp (2005:128) mentioned the advantages of teaching media are:

(1). Teacher can deliver the material appropriately, (2).The process of teaching and learning becomes more interesting, (3).The process of teaching and learning can more interactive, (4).The time of teaching and learning is deductible, (5).Students learning quality increased, (6).The process of teaching and learning can apply wherever and whenever, (7).Positive attitude of students in learning process increased, (8).The teacher's role becomes more positive and productive.

As the some advantages of media mentioned above, it means that media give facility for the teacher and students, and give positive impact in absorbing the material, and also can change students` anxiety in teaching learning process. Actually, media can make the process of teaching and learning more achievable for teacher and students. For this reason, many English teachers use media to give a chance for students to express themselves in meaningful ways and potentially contribute to create an interactive classroom.

2. **Kinds of Teaching Media**

The important media can`t be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. The kind of teaching media is divided into three categories: visual, audio and audio visual media (Arsyad, 2009:29).

a. Visual Media

Visual media is called by printing media. Visual media is all kind of media that can be seen or touch by the students. The examples of

visual media are pictures, photos, real things, chart, miniatures, cards, etc. Moreover, the characteristics of visual media are text is read in visual manner, in other hand visual is exceeded based on the room, text and visual show one way communication and receptive, text and visual is shown in tactically, in developing media depend on the language principle and visual perception, it is oriented to the students`, and the information can be arranged by the user. The one of advantages of visual media is it can present the idea, message or event become real.

b. Audio Media

Audio media is also called by the listen media. It is usually used to listed and understand the passage. The characteristic of this media is that they show one way communication. The kinds of audio media are radio, tape recorder, cassette, compact disc, etc. The one of advantages of this media is it encourage self-aware and critical thinking

c. Audio-Visual Media

Audio visual media is media that is audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than other, such as it can visualize the abstract things or nonverbal vocabularies, to overcome the limitation of people sense, etc. the characteristics of visual media are linearity, show dynamic visual, can be implemented by using the ways by the maker, it was developed based on behaviorism psychology and cognitive principle, etc. The example of audio visual media is film, video,

television, etc. The one advantages of audio visual media is it can help and change the teacher`s rule become easier, encourage the learners to know more and give opportunities to the learners practice by themselves. The example of audio visual media is film, video, television, etc.

In this research, the researcher used visual media because she used snake and ladder board game as media in teaching speaking which the snake and ladder board game prepares a set of paper contained some statement columns printed out. According to Sadiman (1993:80), game is one of learning media. Game is a form of play, especially with rules. Game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.

C.   Game

In this research, the researcher used snake and ladder board game as visual media. Therefore, it is important to review definition of game, the advantages of game, board game, snake and ladder game, the benefits of using board game in teaching and learning process and teaching speaking by using board game.

1. Definition of Game

A game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal (Heinchi, et.al, 2002:29).

According to Hadfield (2003:4) a game is an activity with rules, a goal and an element of fun. There are two kinds of game: competitive games and

cooperatives games. Competitive games is the game in which players or teams race to be the first to reach the goal while cooperative game is the game in which players or teams work together towards a common goal.

From some definitions of game above, it can be concluded that game is a fun activity which in there are a set of rules with aims to make the students be challenged and fun when playing it in order the teaching learning process be enjoy. It is good to use game for making a relaxed way in teaching learning process. So, the students can involve and get challenge to use English in the classroom activities. It is also easy to entertain and make fun activities when the teacher uses appropriate media in teaching learning process. If the students feel fun and enjoy in playing game, learning speaking English will also more interest students` attention.

2. The Advantages of Game

Game has many advantages in learning. According to Cameron (2001), the advantages of game are as follows: a) it can be used to change the pace of a lesson and to maintain motivation. b) it can encourage students to interact and communicate. c) it can increase students` vocabulary and to reduce the dominant of the classroom by the teacher. d) it can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work. e) it can make the students seek to solve problem in which they are intimately involved. f) it can be used to punctuate long formal teaching units and review students` energy before returning to more formal learning. g) it is motivating and challenging. h) it can help the students to make and sustain the

effort of teach. i) Vocabulary games bring real world context in to the classroom, and increase the students` use of English in flexible, meaningful, and communicative ways. j) it usually improves friendly competition and they keep the students interested in learning language. k) it can help the students learn and hang on to new words more easily.

From some explanation above, it can be conclude that game has many benefits in teaching. The most important is game can add the students` interesting and motivation.

3. **Board Game**

A board game is a game such as chess or backgammon, which people play by moving small objects around on a board (Collin Cobuild Dictionary, 2006). According to oxford, board game is a game that involves the movement of counters or other objects round a board. A board game is a game that when you play it you throw the dice in the counters and you can step the forward based to the dice. Board game involves counters or pieces moved or placed on pre-marked surface or "board" according to a set of rules. According to Rodilla (2012), Board game has some components and categories. *See appendix 3.*

The teacher can use board game in teaching recount speaking ability. Playing board game bring real world context into the classroom and increase students use of English in a flexible, meaningful, and communicative way (Carly, 2010:21). The students` curiosity and creativity also will increase, and the students will be free and enjoy in the

teaching speaking. The students can take turns producing some sentence each around the group.

By considering this explanation, the writer used one kind of board game as experiment in this research. That was a snake and ladder board game.

4. **Snake and Ladder Game**

According to Oxford, snake and ladder is a children`s game played on special board with pictures of snake and ladder on it. Players move their pieces up the ladder to go forward and down the snake to go back.

According to Muaddab as cited in Nachiappan, *et al*. (2014:220) the snake and ladder game was created in 2nd century BC and developed by the Hindus to teach their children of morality lesson. The game named "Paramapada Sopanam" or ladder to Salvation. The ladder provides a short cut to square nearer the finish and a snake obliges a player to return to a square nearer the start square. The snakes symbolize bad omens and ladder represented good values. This game has become part of the traditional game in Indonesia although there is no detailed information about its commencement in Indonesia. This game can also be used as a tool to teach, entertain, and to build up interactive communication among the players.

5. **The Benefits of Using Snake and Ladder Board Game in Teaching and Learning Process**

Using snake and ladder board game in teaching and learning process has benefits for both students and teacher. According to Rodilla (2012), the benefits of using snake and ladder board game in teaching and learning process for the students are follows: 1). Provide rich learning opportunities and improve their learning ways. 2). Connect to real life situation. 3). Encourage the use of authentic materials and guarantee fresh content. 4). Enhance their motivation as they perceive them as fun and enjoyable. 5). Help them be creative 6). Tap into the emotional side: students discover their passions and reflect inwardly. 7). Satisfy their competitive urges. 8). Have health benefits: help relax and de-stress.

While the benefits of using snake and ladder board game in teaching and learning process for the teacher are follows: 1). Help the teacher get learners involved and get a more positive and proactive response. 2). Provide endless possibilities and kinds of materials. 3). Improve the teaching practice. 4). Help us get insights and feedback from our students. 5). Allow the teacher to put aside the text book and usual teaching practices temporarily. 6). Help introduce cultural values as many board games have a strong cultural lead.

From some benefits above, it can be concluded that board game had benefit not only for the students but also for the teacher. It help to make easier the students and teacher in teaching learning process.

6. Teaching Speaking By Using Snake and Ladder Board Game

Mayer and Harris (2010) said "by using game, they can get many life abilitys as follows: authentic experience, students` engagement, social and life abilitys, and higher-order thinking as some goals in board game."

The aims of this snake and board game is in order to the students can be able to introduce themselves in English. By using this game, the students have to tell their experience based on instruction in the snake and ladder board game by using English.

The teacher`s rule is guide the students in playing the game, observe their process, and help the students if there are difficulties or questions. The following are guidelines on creating board games to enhance classroom learning adapted from the tips proposed by Chang and Cogswell: 2008).

1. The board game can be made based on the existing game. The game component from one or several games can be used. But it is not just to copy the games. The teacher should make the game fun to play.

2. The board game should look interesting and professional, appropriate materials, and techniques are used to give a quality look.

3. The game rules should be made complete and easy to understand, so that the students can get the idea of the game in five minutes. How to set up, play and win the game should be clear.

4. The game should be a learning tool. The students are expected to be able to learn by playing the game. The time for playing the game needs to be adjusted. Different option of difficulty can be applied.

   In this research, the researcher used snake and ladder board game. Applying snake and ladder board game can create the fun and enjoy classroom activity (Rodilla 2012). It will help the students speak in less anxiety. Although, preparing snake and ladder board game is suitable for teaching speaking, but it is not easy task to do it. It needs time and effort. Although there are many variations of board games in the store, but the researcher prefer make own, because the researcher have to adapt it in order to keep in line with the objective learning. By making the own snake and ladder board game, the researcher create and modify the game according to the needs. Thus, snake and ladder board game will support the learning process effectively.

   The procedure of implementation snake and ladder board game in teaching speaking is as follows: The first, the researcher chose the teaching material and composed the lesson plan for teaching learning activity. In this case, the researcher chose recount speaking ability. The researcher prepared some questions or statements about personal experiences in the snake and ladder board game column. The students were divided into six groups. Every group sat in circle. Every student has opportunity to operate the dice. Then, the students have to tell their personal experience in front of their own group with questions or

statements that existed on the snake and ladder board game column. A group will be a winner if all of their members can gain the finish column. By using snake and ladder board game, the students can practice to speak directly in front of their group. Snake and ladder board game also brings students in connecting to real life situation.

D. Recount Text

In this research, the topic in teaching speaking is recount text. It is important to know definition of recount text, the function of generic structure in recount, and kinds of recount.

1. Definition of Recount Text

Composing recount text is retelling the experience in the past (Cahyono, 2011:14). According to Knapp and Watkins (2005) recount text is telling personal experience. A recount text presents the past experience in the series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. Recount text explores the series of events which happened to the participants. These events are the main element in composing recount texts.

2. The function of Generic Structure in Recount

Recount has generic structure with its function. According to Pardiyono (2007:66-67) the functions of each generic structure are as follows:

Generic Structures	Functions
Orientation	- Show the reader about activities in the past - Must be interest, it can persuade the reader to know detail information - The use of adjective to illustrate the personal attitude

Events	- To give detail chronologically
	- Retell chronologically which have done activities. It can use sequence markers, such as first, second, third, or first, next, then, etc.
	- Grammatically pattern:
	  a. The usage of predicate in form of past tense, past perfect tense, pas continuous tense.
	  b. The usage of verb of doing in the predicate, for example: went, took, saw, left, etc. that illustrate the activities.
	  c. The usage of adjective that the function to show personal attitude, for example: it is wonderful, it was fun, etc.

Reorientation	- To express the personal attitude about activities in the events. - There is a conclusion with personal attitude statement.

In short, the generic structure of recount text should consist the following:

1. Orientation : Give background information about who, what, where, when

2. Events : Describing series of events that happened in the past

3. Reorientation : It is optional, stating personal comment of the writer to the story.

3. Kinds of Recount

Recount text used to relate experience or retell events for the purpose informing, entertaining, or reflecting. Recount can be personal, factual, and imaginative recount (Emilia, 2001:75).

1. Personal recount

   Personal recount is retelling an activity that the writer has been personally involved in and may be used to build relationship between the writer and the reader. For example: anecdote, diary journal, and personal letter.

2. Factual recount

   Factual recount is reporting the particulars of an incident by reconstructing factual information. For example: police reconstruction, historical recount, biographical and autobiographical recount.

3. Imaginative recount

   Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events. For example: A day in The Life of Roman Slave, How I Discovered Radium, etc.

E. Previous of Studies

There are some studies related to the use of board game in teaching and learning process. Here, the researcher summarized some previous studies which can be guidelines for the researcher in conducting the new one and explaining the way this study is different from the previous ones. The following explanations are the highlights of some previous studies related to the use of board game.

The first research was conducted by Rizki Amalia Azzahroh from State Islamic University Syarif Hidayatullah Jakarta, Entitle "The effectiveness of using board game towards the students` speaking skill". This study was about the use of board game to improve students` speaking skill. This research was conducted to know the effectiveness of board game toward students` speaking skill at the first grade of SMAN 1 Parung. The method that used in this research was quantitative method which the data was served by numerical and tested by statistic formula of t-test. This research used quasi experimental study applied in two classes. They are controlled and experiment class. 40 students of X MIA 2 as experimental class, and 40 students of X MIA 3 as controlled class at the tenth grade of SMAN 1 Parung academic year 2014/2015. The researcher used oral test as the instrument of the research. The mean score of pre-test was 67.05, while in the post-test the mean score increased become 76.20. Based on the result of the research, the students` score increased after using board games. It meant that board game is effective to be applied in teaching speaking and also had significant effect towards students` speaking skill in SMAN 1 Parung.

The second research was conducted by Lia Amalia Nirmawati from English Education Department Faculty of Languages and Arts Yogyakarta State University, entitle "Improving Studentss` Speaking skill through Speaking Board Games of Grade VIII of SMPN 13 Yogyakarta in Academic Year of 2013/2014. The objective of this research was to improve students` speaking skill through board games for of grade VIII of SMPN 13 Yogyakarta. This research was classroom action research (CAR) consisted of two cycles. The subjects of this research were the students of Grade VIII of SMPN 13 Yogyakarta. The students` speaking skill was analyzed quantitatively by comparing the mean scores of the speaking before the actions, after the action of cycle 1 and after the action of cycle 2. The mean score of students` speaking test increased 2.29 from the mean score of pre-test which is 10.11. The students` speaking skill score improved by 5.97. It can be said that board game can improve the students` speaking skill of Grade VIII of SMPN 13 Yogyakarta in academic year of 2013/2014.

Based on some previous studies related to the use board game indicating that it has been effective to be applied, the researcher conducted a further research on the use of board game toward students` speaking ability. Different from previous research, the form of board game used in this research was "snake and ladder board game" focus on recount speaking ability with topic personal experience. The researcher used quantitative approach by pre-experimental design applied on the students of X-AK3 class of SMKN 1 Bandung.