

COMPARISON OF THE EFFECTIVENESS OF BOARD GAME AND SONG FOR THE CHILDREN'S SPEAKING SKILL

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SULTAN IDRIS EDUCATION UNIVERSITY

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**COMPARISON OF THE EFFECTIVENESS OF BOARD GAME AND SONG
FOR THE CHILDREN'S SPEAKING SKILL**

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ABSTRACT

This study aims to know the effectiveness of the board game and song in improving speaking skills in kindergarten children. In this study, the term ‘speaking skills’ refers to the five different types of communicative competence in speaking, which are fluency, grammar, vocabulary, pronunciation, and comprehension. A total of 40 kindergarten children aged 5-6 years in a school in Sumbawa, West Nusa Tenggara Indonesia, with details of 20 children in group A and 20 children in group B were involved in this study. This research is an experimental study with a static group pretest-posttest design. The research data were obtained through the t-test to obtain the min scores of the subjects in the two research groups. The results showed that the final score obtained by group A was 59.60, while the final score for group B was 60.20. In conclusion, there was a statistically significant difference between the two groups of 0.60 as a whole based on the final score. This demonstrates that although both board games and songs have an influence on children’s speaking skills, songs have a more effective effect in improving children’s speaking skills compared to board games.



PERBANDINGAN KEBERKESANAN PAPAN PERMAINAN DAN NYANYIAN DALAM MENINGKATKAN KEMAHIRAN BERTUTUR KANAK-KANAK

ABSTRAK

Kajian ini bertujuan untuk mengetahui keberkesanan board game dan song dalam menambah baik kemahiran bertutur pada kanak-kanak tadika. Kemampuan bertutur dalam kajian ini merangkumi lima kecakapan komunikatif dalam bertutur, iaitu kefasihan, tatabahasa, kosa kata, sebutan dan pemahaman. Kajian ini berbentuk kajian eksperimental dengan reka bentuk *static group pretest posttest* yang melibatkan 40 orang kanak-kanak tadika berusia 5-6 tahun di sebuah sekolah di Sumbawa, Nusa Tenggara Barat Indonesia. Kanak-kanak tersebut dibahagikan kepada dua kumpulan secara sama rata iaitu kumpulan A (20 orang) yang mendapat pelaksanaan pembelajaran menggunakan permainan papan permainan dan kumpulan B (20 orang) yang mendapat pelaksanaan pembelajaran menggunakan nyanyian. Data kajian diperoleh melalui ujian untuk mendapatkan skor min subjek daripada kedua-dua kumpulan kajian. Dapatan kajian menunjukkan skor akhir yang diperoleh oleh kumpulan A ialah 59.60, manakala skor akhir bagi kumpulan B ialah 60.20. Ini menunjukkan terdapat perbezaan skor min yang ketara antara kedua-dua kumpulan iaitu sebanyak 0.60. Secara keseluruhan, kedua-dua media pembelajaran: permainan papan dan lagu, memberi pengaruh positif terhadap kemahiran bertutur kanak-kanak. Namun, kaedah nyanyian menunjukkan kesan lebih efektif dalam meningkatkan kemampuan bertutur kanak-kanak berbanding kaedah papan permainan.



CONTENTS

	Page
RECOGNITION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
ABSTRAK	v
CONTENT	vi
LIST OF TABLES	x
LIST OF FIGURES	xii
CHAPTER I INTRODUCTION	
1.1 Introduction	1
1.2 Background	2
1.3 Statement of Problem	6
1.4 Objectives of Study	8
1.5 Research Questions	9
1.6 Hypothesis	9
1.7 Conceptual of Study	10
1.8 Importance of Research	13

1.9 Limitation of Problem	16
1.10 Operational Definition	17
1.11 Summary	22

CHAPTER II LITERATURE REVIEW

2.1 Introduction	23
2.2 Language of Curriculum	24
2.3 Children’s Ability to Speak	26
2.4 The Importance of Speaking	27
2.5 Board Game in Children’s Learning	28
2.6 Songs in Children’s Learning	30
2.7 Game and Song in Curriculum of Indonesia	32
2.8 The Importance of Learning English	34
2.9 Theories Relating to Speaking Skill	38
2.10 The Theory of Using Games	44
2.11 The Theory of Using Songs	46
2.12 Relevant Study	50
2.13 Summary	52

CHAPTER II METHODOLOGY

3.1 Introduction	53
3.2 Research Method	54
3.3 Population and Sample	56
3.4 Research Location	59

3.5 Research Variable	60
3.6 Research Instrument	61
3.7 Instrument Validity	66
3.8 Instrument Reliability	76
3.9 Pilot of Study	77
3.10 Procedure For Collecting Data	80
3.11 Data Analysis	85
3.12 Summary	88

CHAPTER IV RESULT

4.1 Introduction	90
4.2 Background of Presented Subject	91
4.3 Result of Data Analysis	93
4.4 Analysis of Normality Test	95
4.5 Paired Test Analysis	97
4.6 Independent Test Analysis	99

CHAPTER V CONVERSATIONS, CONCLUSIONS AND RESERVES

5.1 Introduction	102
5.2 Formulation	103
5.3 Discussion	107
5.4 Implication	117
5.5 Reserves	123
5.6 Formula	125

5.7 Conclusion	126
REFERENCE	108
APPENDIX	114



LIST OF TABLES

Table No.		Page
2.1	Scoring Rubric for Speaking	31
3.1	Static Group Pretest-posttest	47
3.2	The Number of Sample in This Study	50
3.3	Instrument of Study	53
3.4	Expert's Background	58
3.5	Design of Media	59
3.6	Expert Assessment Form	62
3.7	Kappa Values	64
3.8	The Overall Formulation of Expert's Approval	64
3.9	Cronbach's Alpha Value	65
3.10	Value of Reliability Instrument	68
3.11	Statistical Test To Answer The Research Questions	72
4.1	Devision of Subject Studies	78
4.2	Score of Data Analysis Pretest-posttest	79
4.3	The Summary of Normality Test	81
4.4	Data Summary of The Mean and The Standard Deviation	82



4.5	The Result of The Analysis Paired Saple T Test	83
4.6	The Summary Analysis of The Comparison of Mean Values	84
4.7	The Summary Analysis of Independent Sample T Test	85

LIST OF FIGURE

Figure No.		Page
1.1	Conceptual Framework	10
3.1	Procedure For Collecting Data	69



APPENDIX

- A Research License
- B Expert Evaluation Form
- C Question Of Pre Test And Post Test
- D Lesson Planing
- E Score Of Pre Test And Post Test
- F Declaration Of Proofreading
- G Pictures Of Collecting Data



CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter discusses the background of the study as well as some problems in the study that inspired the researcher to conduct this research. The research was carried out to understand certain problems or circumstances comprehensively to resolve a situation that raises doubts or requires further explanation. This chapter also explains in detail several issues that attract the researcher to conduct the research and explain the objectives of the study, the problems of the study, and the hypotheses of the study which serve as a guiding principle for the study.

This chapter also explains that speaking is one of the skills that must be mastered by everyone, even by a young age. In addition, this chapter also uses board games and song media to help teachers improving their children's speaking skills.



1.2 Background Of Study

Language is a very important means of communication in life, even from birth; everyone already has a language, one of which is sign language. There are several skills that exist in a language and must be mastered by everyone, namely listening, speaking, reading, and writing. Thus, everyone is recommended to learn, but there is one skill that must be mastered before mastering the other skills. That skill undoubtedly is speaking. In this study, the researcher focuses on speaking skills because it is one of the most important skills for most people to learn, especially learning a foreign language. It is because successfulness is measured by a person's ability to carry out a conversation in that language. Besides, according to Patel and Jain (2008), the most important functions of a language are communication, self-expression, and thinking. Therefore, it can be concluded clearly that a language is a communication tool that must be mastered, especially speaking.

Speaking becomes an important part of language teaching, especially in English or foreign languages. To speak a foreign language, speaking is a basic skill that can help everyone understand each other's desires or be able to understand ideas and share new ideas in various ways. Therefore, speaking is one of the basic skills that all English or foreign language learners must really master (Richards, 2008).

In fact, mastering a foreign language is not easy, especially among kindergarten children because most children think that speaking skill is very difficult. Speaking requires preparation, courage, and a strong desire to express ideas. In this case, Brown (2007) states that speaking has five components that must be mastered,





namely: fluency, grammar, vocabulary, pronunciation, and comprehension. For a teacher, who will teach speaking skills for kindergarten children, she must recognize the five components of speaking. If these five components can be mastered by children when they want to talk, then they could produce utterances well too.

Speaking is a very difficult skill to master. It is due to the fear that children make mistakes when speaking. Hughes (2011) states that the factors that cause young learners to be doubtful to express some ideas while speaking are they have to speak fluently, have good grammar, vocabulary, pronunciation, and comprehension when they talk to several people(Hughes, 2011). Thus, if young learners were aware of these five elements, they will be fluent to speak English. However, the desire to master speaking is not that easy. Thus, it is the task of the English teacher at school to make the teaching process interesting, so that the young learners can easily develop their skills both the teaching strategies and teaching media which facilitate the young learners to become confident to speak in front of the class or a lot of people. In addition, the teacher's goal of teaching speaking is to improve children's self-confidence when interacting with other people.

However, there are problems emerge when teachers teach speaking skill to kindergarten children due to the lack of interesting teaching methods or attractive media as well. Diane (2002) reveals that sometimes teachers provide a learning program when teaching by applying an individual teaching system, which is not supported by the limited teaching time allocation. Therefore, as teachers, it is necessary to have several techniques, strategies, methods, or media that are



appropriate in teaching, for example, media such as board games and songs that will be used to improve children's speaking skills.

Children are into playing and really like to see interesting pictures and listen to songs. Thus, the use of songs and games is encouraged. Songs and games can also easily attract the children's desire to speak properly and correctly based on the five components of speaking. However, teachers must pay attention to games that are in accordance with the wishes of the young learners to achieve speaking proficiency. Charla (2015) states that in creating a game, it is highly recommended to create games based on the steps of children's development. Thus, it can be concluded that board games are one of the games that will become a medium to improve young learner's language development, especially speaking skills.

Board games can assist children to obtain knowledge such as different colors, shapes, and even distinguishing letters too. In playing board games, children will easily communicate with several people because board games trigger them to participate and produce ideas actively and spontaneously. Chou (2017) states that board games are the games that can motivate children to communicate well through body language or spoken language, board games are also able to bring comfort for children. For the media, songs can be used to encourage children's enthusiasm to start learning a speaking skill and also initiate innovations.

In addition, songs are fun media for children because the presence of songs in the classroom will attract their interest in learning. Shin (2017) states that using songs

in carrying out a lesson involving children must be adapted to their learning styles, namely interesting and fun classes. It can be done by a teacher to avoid students' boredom during lessons in the classroom.

Based on the explanation above, it can be concluded that children will speak well in terms of fluency, grammar, vocabulary, pronunciation, and comprehension if someone who guides these children provides suitable media or strategies to attract their interests. Therefore, in this study, the researcher applied a board game and song to foster the kindergarten children's speaking skills.

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1.3 Statement of Problems

In this study, the researcher focuses on the speaking skills of the children. Bordin and Renblad (2019) state that there are still many kindergarten children who are still prone to experience several problems in speaking. Their development in communication is still very poor. Further, they also need more support so they can speak well, especially in foreign languages.

Speaking is very important to express or to say something to someone, but it is possible that some people have problems when they want to show their speaking skills to others. Leong and Ahmadi (2016) state that some of the problems that existed when they carried out research included difficulties found by the students in

pronouncing the language and also in general, many of the students had problems when they wanted to convey ideas in a foreign language.

Sharma (2018) argues that several factors cause barriers to children in speaking, which include the lack of strong or appropriate ideas to tell others, the lack of proper vocabulary to express ideas, and most importantly the lack of methods, techniques, or interesting teaching that trigger the children's utterance.

Therefore, teachers must first pay attention to what children want so that they will pursue their speaking skills in the classroom. It can be said that the teacher must have a method or media that can attract the children's attention. Rao (2019) states that teachers have to understand what the problems encountered by children in learning are, especially in English and teachers must also implement various strategies in the classroom if they want to improve children's speaking skills in English. It will also help teachers' teaching skills when using new methods or media in improving children's speaking skills.

Thus, in this study, the researcher attempted to overcome the problems that emerged in the speaking skill experienced by kindergarten children by using board games and songs to see the improvement of their speaking skills.

1.4 Objectives of Study

The objectives of the study are defined as the main goal or target for each researcher in finding differences in each variable found in the study. The objectives of the study should also be clearly stated and appropriate to the purpose of the research. Some research objectives made by the researcher for this study are:

- 1.1 To identify the effectiveness of board games on children's speaking skills at Bina Insan Kindergarten Sumbawa Indonesia.
- 1.2 To identify the effectiveness of songs on children's speaking skills at Bina Insan Kindergarten Sumbawa Indonesia.
- 1.3 To compare the effectiveness between board games and songs on the children's speaking skills at Bina Insan Kindergarten Sumbawa Indonesia.

1.5 Research Question

Awang, Haslina and Zirwatun (2018) state that research questions are questions made by researchers to start a research. The research questions made by researchers in this study are:

- 1.1 What extent is the effectiveness of board games on the speaking skill of children at Bina Insan Kindergarten Sumbawa Indonesia?
- 1.2 What extent is the effectiveness of songs on the speaking skill of children at Bina Insan Kindergarten Sumbawa Indonesia?
- 1.3 What extent is the significant comparison of effectiveness between board games and songs on the children's speaking skill at Bina Insan Kindergarten Sumbawa Indonesia?

1.6 Hypothesis

Hypotheses are several statements that become the decision of the researcher, in which the statement is a statement obtained in the research that has been conducted (Awang, Haslina&Zirwatun, 2018).

Ho 1: Board game is not significantly effective on children's speaking skill at Bina Insan Kindergarten Sumbawa Indonesia.

Ho 2: Songs are not significantly effective on children's speaking skills at Bina Insan Kindergarten Sumbawa Indonesia.

Ho 3: There is no significant comparison of effectiveness between board games and songs on the children's speaking skills at Bina Insan Kindergarten Sumbawa Indonesia.

1.7 Conceptual of Study

In this study, the researcher made a conceptual framework based on the theory of language development (speaking), the theory of using games, and the theory of using songs. The three theories are divided into several parts. The theory of language development (speaking) in this research includes socio-cultural theory and transformative theory.

The theory of games is grounded in cognitive theory. Then the theory of the songs is based on the theory of intelligence. Based on all the existing theories, the researcher examined the comparison of the effectiveness of board games and songs to



improve children's language skill development, especially speaking. Apart from that, the researcher also wanted to observe the children's speaking skills based on the mastery of five communicative competencies, including fluency, grammar, vocabulary, pronunciation, and comprehension. For more details, it can be seen based on the figure below.



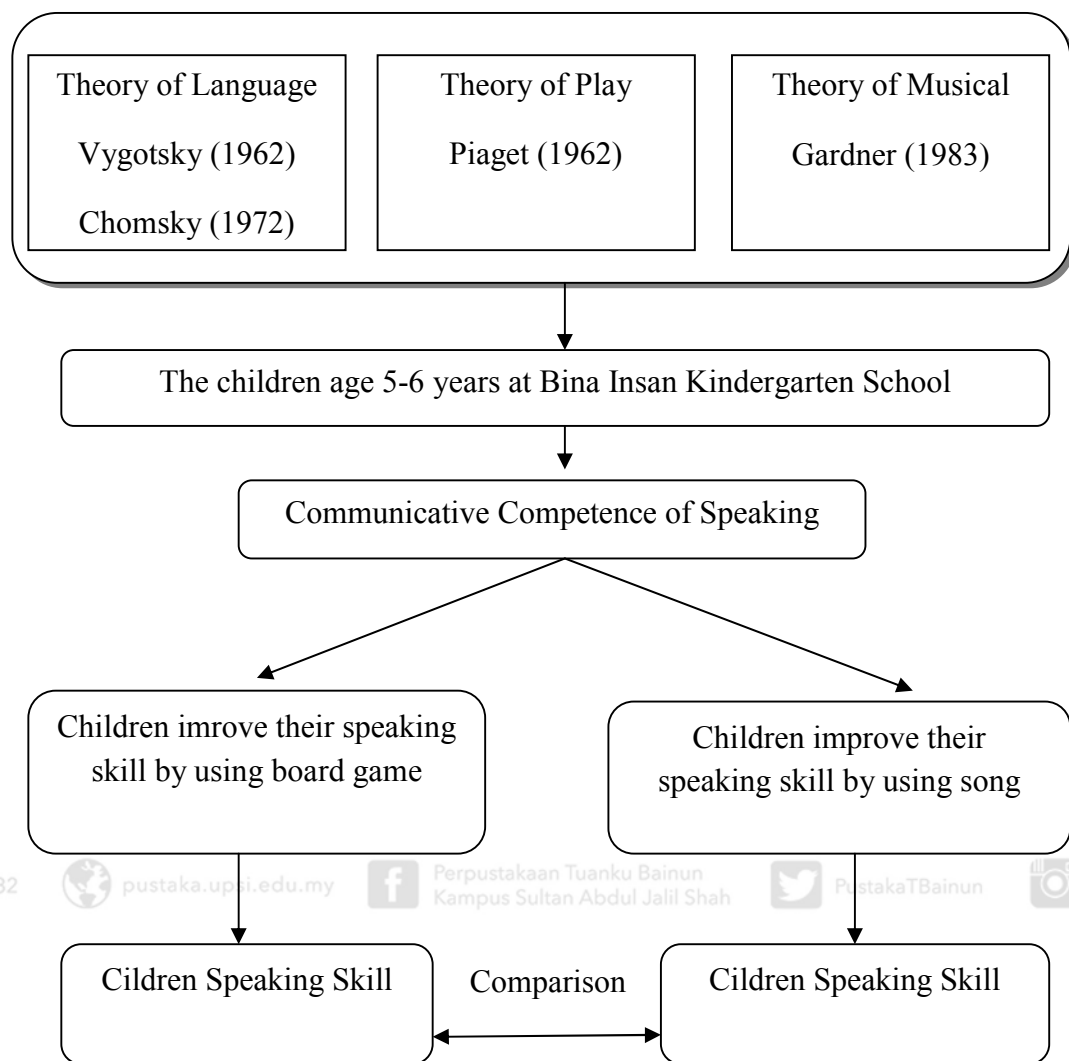


Figure 1.1 Conceptual Framework

The figure above shows that in this research learning speaking skill divided into two class. The first class used board game media to improve the children speaking skill and the second class used song media to improve the children speaking skill. Both results of childrens' speaking skill above will be compared and will be resulting output of the research.

The main focus of this research is comparing both using board game and song media to improve the childrens' speaking skill at the Bina insan Kindergarten School in Sumbawa Indonesia.

1.8 Importance of Research

The researcher has described several significances in this research as follow:

1.8.1 Kindergarten Teachers and English Teachers

The researcher hopes that this research provides good benefits for kindergarten teachers and English teachers so that they will pay more attention to whether the children have a strong desire or not in learning. Teachers must also pay more attention to children's interest in learning by creating new methods or media in teaching either manually or technology in order to attract the young learners' attention to be active in learning and to achieve learning goals properly in developing their speaking.

1.8.2 Schools

This research is also aimed at schools, so the schools pay attention to how and what the needs of teachers and students are in seeking continuity of teaching and learning inside the class or outside the classroom. Therefore, the researcher hopes that by this research schools will pay more attention to everything to achieve educational goals well.

1.8.3 The Curriculum for Children in Kindergartens in Indonesia

In this study, the researcher also hopes that in the future, the curriculum should include media that are more appropriate for children, either by using board games or songs to attract their learning enthusiasm in developing their language skills, especially speaking. It can also ease teachers to teach unimpeded in the classroom if the curriculum is designed in accordance with the desire or willingness of the children.

1.8.4 Parents

This study does not focus on parents, but on parental education which is considered as the first school for children. Thus, the researcher hopes that professional parents know the extent of children's intelligence in learning in school or in class. As parents, they have to provide attention and motivation for their children to be even more active in learning.

1.8.5 Children in Kindergartens

This research is very significant to the discussion of kindergarten children. In addition, it also uses board games and songs to improve children's speaking skills. Therefore, the researcher really hopes that the existence of board games and songs can greatly help children develop their speaking skill and express their ideas.

1.8.6 Researchers Focusing on Kindergartens

For other researchers who focus on the kindergarten study, the problems to trigger the children's skill to speak properly should be noted. Further researchers also could use

this research as a reference to determine the effectiveness of board games and songs in improving children's speaking skills.

From some of the research interests described above, the researcher hopes that this research can be one of the studies that provides benefits for everyone or for the researcher and becomes one of the solutions or motivations for the teacher to help children achieve their learning goals.

1.9 Limitation of the Problem

This study limits the focuses on improving the speaking skill of children aged 5-6 years. This study involved 40 children who were divided into two classes with 20 children in each class. Furthermore, this research was conducted at Bina Insan Kindergarten School, Seteluk District, West Sumbawa Regency, West Nusa Tenggara Province, Indonesia.

1.10 operational Definition

The researcher explains a number of opinions from the previous researchers, the researcher also explains the definitions related to the research. Furthermore, there are several important terms found in this study:

1.10.1 Speaking

Speaking is one of the basic skills that everyone has to master in expressing ideas or wish so that they can know the meaning of every word that is uttered by everyone. Richards (2006) states that a language can be said to be naturally used when one person engages in a meaningful interaction and is able to maintain his understanding when communicating with others.

In this study, the researcher focuses on the speaking skill of the children by paying attention to the communicative competence in speaking. In addition, conveying something in an acceptable and appropriate language must be achieved by every child. Along this research, the researcher explains in details how to improve speaking skill for children in order to achieve a good and correct communicative competence.

1.10.2 Communicative Competence of Speaking Skill

A factor that must be considered when you want to achieve the goal of speaking properly and correctly is the communicative competence which include fluency, grammar, vocabulary, pronunciation and comprehension. Brown (2007) states that

speaking has five components that must be mastered, namely: fluency, grammar, vocabulary, pronunciation and comprehension.

In this study, the researcher focuses on improving the children's speaking skill and master the five components. In addition, to achieve this goal, the researcher used media that assist her to teach the children, namely board games and songs.

1.10.3 Board Games

Playing is closely tied to children's interests because children aged 5-6 years are very interested in playing games. However, it is very rare for a teacher to create a game that can attract children's interests. Thus, it is highly recommended to create games that can attract children's learning interests so that children do not feel bored when learning.

Therefore, in this study, the researcher used board games to trigger children's motivation in learning. Essop, Kekana, Sethole, Ahrens and Germain Lovric (2018) state that board games are games that increase interest in learning as well as a tool or medium in teaching. Those benefits inspire the researcher to apply board games and songs in this study in order to stimulate children's interest in learning, especially speaking.



1.10.4 Songs

Song is one of the right media to attract the interest of every child because apart from the fun music, the lyrics and the pictures can be easily understood by every child. Alefeshat (2019) reveals that songs can be used in teaching because with music children can easily develop their skills in language.

Therefore, some songs which attracts the interest of the researcher are the song of "Old Mc Donald, Jhony Jhony yes Papa, Twinkle Twinkle Little Star, You are my Sunshine and Five little Duck" were chosen because those nursery rhymes attract children's interest. The mentioned songs also have very good lyrics and easy for children to pronounce so that they can easily express their ideas about these songs. In addition, children will also improve their language skills, especially speaking.

1.10.5 The Comparison of the Effectiveness between Board Games and Songs

Using games and songs to teach speaking makes children feel easy to absorb the lesson during teaching and learning process. It is because games and songs have their own art of interest to children. Taghizadeh, Vaezi and Ravan (2017) reveal that using games and songs in learning can provide effectiveness for students' skills. Further, it



is also stated that games and songs provide equal opportunities for every student in the class.

Thus, this study uses games and songs to help children achieve language skills, especially speaking. However, in carrying out the media, the researcher adapted to the curriculum in Indonesia for kindergarten children. The use of board games and songs is very good to see how extent is the children's understanding in achieving communicative competence in speaking.

1.10.6 Kindergarten Children

Childhood is the time to explore everything. Children are still very vulnerable to the term “learning while playing” because playing is the world where they can express, joke and even create imagination. However, teachers or parents must provide high motivation for the children so that they can find useful lesson for the future. Fauziddinand Mufarizuddin (2018) state that the way to pay attention to children is by giving better attention from parents or educational institutions for kindergarten children. Therefore, using board games and songs is one of the strategies to make children pay attention to learning so that they can develop their language skills, especially speaking.

1.11 Summary

To make every child understand a language, it is necessary to pay close attention since the learners are in their childhood. Thus, in the future, the children can understand some differences in changing world. In this chapter, it is known that to foster children's speaking skill, media that help attract children's interest in learning are needed.

Overall, this chapter has explained about what the children need in learning as well as realizing an appropriate curriculum in Indonesia for each type of learning. Thus, educational institutions will pay more attention to how to develop children's proficiency in language skills, especially speaking so that the children are no longer afraid to express themselves.