

NEEDS ANALYSIS FOR DEVELOPING A BOARD GAME TO IMPROVE SPEAKING SKILLS IN THIRD GRADE ELEMENTARY STUDENTS

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ABSTRACT

This research aims to analyze the needs for developing a board game as a learning medium to enhance the speaking skills of third-grade elementary school students. Speaking is a crucial language skill that supports communication, confidence, and idea expression. However, many students still struggle to speak fluently and confidently, especially in storytelling. A fun and interactive learning medium is needed to address this issue, in line with students' cognitive development. This qualitative descriptive study involved interviews, observations, and questionnaires with teachers and students in a public elementary school. The findings reveal a lack of varied and engaging media for speaking activities. Students show strong interest in game-based learning, especially when it includes local cultural content and progressive challenge levels. The results indicate that a well-designed board game can effectively encourage student participation and improve their speaking abilities. This analysis will serve as the foundation for developing a board game prototype for third grade learners' needs.

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INTRODUCTIONS

Indonesian language learning in the independent curriculum has distinctive characteristics (Sofia Agustina, 2023). Listening, reading, and watching are receptive language skills, while productive skills consist of speaking and presenting skills, as well as writing skills. Speaking skills are one of the main focuses in learning, given their productive nature. Speaking is said to be a productive skill because it involves a person's ability to produce or produce language that can be heard and understood by others. Learning productive language skills, in addition to having a good grasp of theory, requires practice in its application and intensive practice (Muthahar & Fatonah, 2021; Sholihah, 2020). Speaking is one of the aspects of language skills that is bound by the rules of language rules such as related to the process of word formation, language units, meaning and even associated with social elements (Fauziah M, 2018). Speaking activities produce various ideas that are used for communication activities, namely in oral form.

Speaking skills in an educational context, include the ability to express opinions, tell stories, discuss, and debate logically and organically. The purpose of learning to speak in school is so that students can communicate in

various situations appropriately and correctly by using oral Indonesian to express thoughts, opinions, feelings, and experiences, as well as establish communication, conduct social interactions with other members of society (Tambunan, 2018). In addition, learning speaking skills also prioritizes the development of positive attitudes of students, not only focusing on academic achievements. (Sopia & Quratul Ain, 2024). In the school setting, these skills support students in group discussions, presentations, and the overall teaching and learning process.

Although speaking skills are important, many learners in elementary school face difficulties in developing these abilities. During the learning process, it is often found that students do not dare to express their own opinions, are embarrassed to speak in front of the class, are nervous, have a very quiet voice or stutter when speaking, and use regional languages (Delvia et al., 2019). According to Delvia, another obstacle is a less attractive learning atmosphere because of the lack of space for them to develop speaking skills, teachers have not used the right media and methods in learning to speak at school, causing students to be less active, bored, not concentrating on learning and often making noise.

A similar opinion states that learners are shy and hesitant in expressing their ideas and ideas. Most of them are still shy and lack confidence in expressing their opinions, and have difficulty stringing words together (Hanifa et al., 2020). The problem in speaking skills is influenced by the teacher's learning style in the classroom. Sometimes teachers don't give you the opportunity to practice speaking in class. Speaking learning in schools is believed to have not been taught optimally according to the demands of the curriculum (Tambunan, 2018). Teachers also rarely provide opportunities for students to practice speaking in an interactive setting.

Several studies also show that the lack of use of technology and creative learning media also affects the low speaking skills. The lack of learning media and the tendency of teachers to use conventional methods cause low speaking skills of students (Elvira et al., 2020). Learning with conventional methods makes students less enthusiastic about participating in Indonesian learning, especially in their speaking skills (Sarjiyati, 2020). Students are less actively involved in the learning process of speaking skills. The reason is that the learning process is still dominated by teachers as a learning center for students (Masdar, 2022).

Learning with conventional methods makes students less enthusiastic about participating in Indonesian learning, especially in their speaking skills (Sarjiyati, 2020). Students are less actively involved in the learning process of speaking skills. The reason is that the learning process is still dominated by teachers as a learning center for students (Masdar, 2022). This condition is caused by teachers having difficulty finding alternative learning methods and media to teach speaking skills to students other than the Indonesian textbooks they use (Ovalina et al., 2020). Various difficulties show that appropriate media and methods are needed in learning speaking skills in elementary school. The media and methods used are adjusted to the characteristics of students in order to design the right learning.

Students at the elementary school level are grouped into low class (class 1,2,3) and high class (4,5,6). Grade 3 students are included in the low class category which has an age range between 6 to 9 years. In this phase, students are focused on learning that is concrete, learning that is carried out systematically and logically to provide information to students through events and facts in the student's environment (Zulvira et al., 2021).

Lower class students need more attention because they are still weak in concentration (Helsa & Kenedi, 2019). Their characteristics of difficulty concentrating, demand that low-grade teachers must be able to develop an engaging and effective learning process. Based on these characteristics, the use of methods and media in the learning process contributes to the success of learning. Various media are used to improve students' speaking skills. Among them are image media (Muna et al, 2019); audio-visual media (Dewi, 2020); hand puppets (Habibi et al., 2022); comics (Saputri & Firmansyah, 2023), board games (Hilumalo et al, 2023) and so on.

Board games are games that are played on a surface or table with a variety of accessories, such as dice, game boards, tokens, and cards (Parlett 1999; Woods 2012). Board Game is a game that has several squares where instructions and questions are written in each box (Fithri, 2016). According to Fithri, Game Board or board games

can be used as an instrument to attract the attention of students so that they want to participate and actively participate during the teaching and learning process.

The use of board games can help and stimulate learners to talk more during lessons. Board games can be a very effective tool for promoting active learning that stimulates learners to reflect on ideas and how they use those ideas (Collins and O'Brien 2003). Using board games or board games can help in improving speaking skills (Sari, 2018). In line with Sari, board games are recognized as a means to develop skills such as conversation or storytelling as a further intervention (Poss and Bugaj, 2020).

The use of Board Games as a medium in learning speaking skills is often used. (Khunaivi, 2021) developed the board game "Beberan" as an innovative medium to greatly improve students' speaking skills. In his research, it showed an improvement in students' speaking skills after using the board game "Beberan" which was developed with research and development steps. Other research suggests that the use of board games can improve speaking skills, especially in vocabulary and storytelling knowledge (Ng et al. 2021).

According to Wong & Yunus, the results also show that learners enjoy playing Board Games because the fun and relaxed atmosphere encourages them to speak without feeling inferior or afraid of making mistakes (Wong & Yunus, 2023). Board games allow for fun learning and motivate learners to speak, in contrast to other speaking activities that tend to limit learners to monotonous learning rules and routines. In addition, learners agree that board games condition learners to more social interaction with their friends and understand different points of view during the game.

Children in the age range of 7-11 years are only able to think systematically about concrete objects and events. This is the reason why the cognitive development of children aged 7-11 years is called the operational concrete stage (Kurniawan & Rahman, 2019). At the age of 3rd grade of elementary school, students are in the stage of concrete operational development. where they more easily understand concepts through real objects and direct activities. Therefore, interactive and fun learning media is needed to stimulate their skills so as to encourage interaction between students, and foster the spirit of play while learning.

In the context of learning storytelling skills, board games can be designed with components that challenge students to structure stories based on specific images, keywords, or situations that appear in the game. In this way, students are trained to develop ideas in a structured way, enrich vocabulary, and increase the courage to speak spontaneously and creatively. The use of board games also supports an active learning approach, where students not only become listeners, but also active actors in the learning process. Additionally, board game-based learning encourages cooperation, discussion, and reflection, all of which are important elements in the development of social and communication skills.

The previous research above is the use of board games to improve speaking skills in English learning (Tulloh & Sari, 2023) Learning English skills has similarities with learning Indonesian speaking skills. In this study, the researcher made a novelty in developing board games to strengthen students' speaking skills in Indonesian learning, especially in rearranging or retelling information that has been received. In addition, the researcher included elements of local wisdom in the content and design of board games made so that they added to students' insights and could be an effort to preserve the values of local wisdom.

A. Speaking Skills in Elementary School

Speaking is the ability to express articulated sounds or words to express thoughts and feelings (Suandi et al., 2020: 184). Speaking is an oral communication activity, speaking is the ability of humans to communicate ideas, ideas, and feelings through good and correct language by paying attention to the intonation used in order to minimize misunderstandings between speakers and speaking partners (Prasetyaningsih, 2024: 38). Speaking skills are skills that are widely used on a daily basis. Brown in Herlina and Utami (2019: 85) argue that speaking is an interactive process

of forming meaning that involves producing, receiving and processing information. Talking is the key to communication to show feelings, thoughts, ask questions, argue, ask for help, persuade, explain and give orders to others. Based on these various opinions, it can be concluded that speaking skills are a skill to express ideas, ideas or feelings orally as a form of communication between the speaker and the listener.

Musaba in Aziz (2023:4) states that speaking skills are divided into several types. Among them are storytelling, debates, discussions, interviews, speeches and lectures, and conversations. This research is focused on one type of speaking skill, namely storytelling skills. This selection is adjusted to the material learned by grade III elementary school students.

Tarigan (2008:32) stated that storytelling is one of the speaking skills that aims to provide information to others. Storytelling has an important role in training student communication. Students who are skilled in storytelling can express their feelings according to what they experience, feel, see, read, can express desires, and share the experiences they have gained. Just as expressed by Nurgiyantoro (2001:289), "Storytelling is a form of speaking ability task that aims to express pragmatic speaking skills.

According to Nikita in Dalman (2024:134), storytelling can be defined as a structured narrative of real or imaginary events that is used as a medium to share, interpret and offer the content of the story to the listener. Nurgiyantoro (2001: 289) revealed that storytelling is a form of speaking ability task that has the purpose of expressing speaking skills pragmatically. Both use verbal language to convey information.

Aziz (2023:4) states that storytelling is telling a story orally (even though the story material is in the form of written essays), Storytelling activities in Javanese society have grown for a long time with puppet performances performed by puppeteers with their tools. Likewise with other regions that are familiar with traditional storytelling activities in different ways, tools and terms. Bachir in Dalman (2024:138) revealed that the purpose of storytelling is that through storytelling, students will be able to develop several skills, namely listening skills, speaking, association, expression and imagination, as well as the ability to think or logic. Furthermore, Musfiroh also revealed that the purpose of storytelling is to develop several aspects, namely aspects of language, social, emotional, cognitive, and moral development.

Storytelling skills are taught since elementary school to direct students to be able to express ideas orally smoothly, concisely, completely, and clearly. Storytelling involves thoughts, mental readiness, courage, and clear words. In order for ideas to be conveyed to the listener well, in telling stories, students must maintain the accuracy of speech, grammar, vocabulary, fluency, sound, intonation, and describe the ideas well.

Children's storytelling skills can be improved with serious practice. According to Nurgiyantoro, there are two important elements that students must master in storytelling, namely the linguistic element and what element is told. The accuracy of speech, grammar, vocabulary, fluency and fluency, illustrate that students have good storytelling skills. Storytelling is said to be good and liked by the listener if the storytelling process pays attention to things that include language, sound, movement, performance, and events (Majid, 2008:9). Telling stories with good language, voice, movement and expression will reveal a more vivid picture in front of the listener. On the contrary, poor storytelling will eliminate what should be interesting in the story (Majid, 2008: 28).

Speaking skills assessment involves the process of obtaining, analyzing, and concluding student learning outcomes through speaking practice, with the aim of improving achievement and increasing motivation. This assessment covers two main factors, namely linguistic (pronunciation, vocabulary, and structure) and non-linguistic (material, fluency, and style), and considers aspects such as sound, intonation, punctuality, and proper word order. The assessment was carried out in the form of a storytelling skills practice test that was carried out individually. This test is carried out to find out the ability of students by measuring certain aspects. Based on some of the opinions and descriptions above, the indicators used in measuring the storytelling skill test in this study include the suitability of ideas or ideas, word selection, the order of the story series, and courage or confidence.

B. Board Games in Language Learning

Wibawanto (2024: 1) stated that board games, or often called *board games*, are a form of game that uses board as the main area for play. The game involves the use of various components such as tokens, dice, cards, or pawns that are moved or operated based on certain rules. A board game is a game in the form of a board that is designed in such a way, which is played by two or more people, using pawns, cards, coins, dice, and other components based on certain rules (Mahyuddin, 2023: 89).

According to Mahyuddin (2023: 89-90), there are several components in board games that are often encountered. Cards are the first element with various sizes and functions, ranging from role cards, game indicator cards, turn marker cards, and so on. Second, board or modular board as a game itself. Third, tiles which means squares or tiles. Tiles function as areas that must be connected to other tiles and can be occupied by players. These tiles can be in the form of triangles, rectangles, pentagons and so on. Fourth, the pawns used to represent the player. Pawns are used as representations of players and have a variety of shapes that are tailored to the theme of the game. In modern board games, pawns use meeples or figures. Fifth, dice. Dice have various shapes, including 6-sided, 8-sided or 10-sided dice. Sixth, objects that can represent other objects more simply are tokens. Seventh, rulebooks or manuals that contain guides or how to play board games in detail. Board games also encourage the development of students' social and emotional skills. During the game, students learn to communicate, work together, and compete in a healthy manner. Some research reveals that cooperative-based board games can strengthen social skills such as teamwork, leadership, and empathy. In cooperative games like pandemic, for example, students must work together to stop the spread of the outbreak, which encourages them to share ideas, plan strategies, and help each other achieve common goals. Thus, board games can be a very effective tool for developing interpersonal skills in addition to cognitive abilities.

On the other hand, board games can also be used as a tool to evaluate students' understanding informally. In a classroom setting, teachers can use board games as a way to evaluate the extent to which students understand the material without creating the pressure typically associated with tests or exams. For example, an educational board game like Scrabble can be used to measure a student's literacy ability, while a math-based game like The Game of Life can evaluate their understanding of economic concepts. This evaluation provides more natural data because students do not feel that they are being tested, but rather that they play and have fun while learning (Wibawanto, 2024: 12-13)

Board games in language learning serve as an interactive medium that can improve students' language skills through a fun gaming experience. According to Brewster, Ellis, and Girard (2002: 172), the use of games, including board games, in learning foreign languages can create a more relaxed learning atmosphere, increase motivation, and provide opportunities for students to use language in a real context. Board games encourage active use of language, whether in the form of speaking, listening, reading, or writing, so that students' communication skills develop holistically.

In addition, Wright, Betteridge, and Buckby (2006) emphasized that board games provide a real context for verbal interaction, enrich vocabulary, improve speaking fluency, and practice language strategies through competitive and cooperative activities. In the view of Nation (2009: 96), board games not only enrich language learning from the cognitive side, but also from the affective side, by increasing the emotional and social involvement of students.

From the various opinions above, it can be concluded that board games in language learning function as an effective interactive medium to improve students' overall language skills. By providing a relaxed and fun learning atmosphere, board games encourage students to use the language actively while enriching vocabulary and improving language fluency. In addition, board games also strengthen cognitive and affective aspects in learning, because they are able to increase motivation, emotional engagement, and social skills of students through interactions that occur during games.

RESEARCH METHOD

This study uses a qualitative descriptive research design to analyze the need to develop learning media in the form of board games that aim to improve the speaking skills of grade III elementary school students. The research was carried out in several public elementary schools in Jakarta, Tangerang, and Bekasi in the 2024/2025 school year. Participants in this study consisted of 27 grade III teacher class teachers and 128 grade III students. Data is collected through two techniques, namely:

- a. Your Performance: . This research is focused on the type of storytelling skills. The assessment carried out in this study was in the form of individual storytelling skills tests. The performance test is carried out to assess students' speaking skills through individual oral storytelling tasks. The assessment was carried out using rubrics that included aspects of the suitability of ideas, word choice, the collapse of the storyline, and courage or confidence when speaking.
- b. Open Questionnaire: Questionnaires are given to students and teachers to find out their interests, experiences, and preferences for learning methods and media, especially those related to games and storytelling activities.

The data obtained were analyzed using thematic analysis techniques. The results of interviews, observations, and questionnaires were categorized into several themes, including: (1) challenges in speaking activities, (2) students' interest in learning media, (3) the relevance of game-based learning, and (4) the integration of local cultural content. These themes are the basis for formulating students' needs and preferences for designing board game prototypes.

RESULT AND DISCUSSIONS

Based on a performance test conducted on 128 grade III students at SDN Pulogebang 11, the results showed that as many as 78 percent of students had poor speaking skills, and only 22 percent had good enough speaking skills. This shows that efforts need to be made to improve the mastery of students' speaking skills in the third grade of elementary school, especially in the type of storytelling skills.

From a survey through an open questionnaire of grade III students, data was obtained that the low results of the speaking skills test were due to students experiencing difficulties in several aspects of assessment in storytelling skills. The results showed that 57 percent of students had difficulty in presenting ideas or ideas, 17 percent had difficulty in choosing words, 10 percent had difficulty in sequencing a series of stories, and 15 percent of students lacked courage or confidence. These results show that the aspect that needs to be developed is to put forward ideas and ideas.

The findings show a lack of varied and interesting media for speaking activities. Students show a high interest in game-based learning, especially when it comes to local cultural content and a gradual level of challenge.

Table 1. The following are the results of data analysis based on a survey conducted by the researchers:

Aspects	Key Needs
Student	Difficulty speaking fluently and confidently Loves to learn while playing Easier to learn with interesting and illustrated media
Material	Stories with the theme of local culture (Jakarta) Materials for composing stories based on pictures

Game Design	Attractive and colorful images Simple and fun game rules Duration less than 30-45 minutes
Teacher	Easy to use In accordance with the curriculum material Can be used in groups

Based on the results of the needs analysis, it was found that grade III elementary school students still had difficulty in speaking fluently and confidently, especially when telling stories in front of the class. In addition, students show a high interest in fun, interactive, and game-based learning activities. They tend to understand material more easily through visual and concrete media, according to their level of cognitive development. In terms of material, students need content that is close to their daily lives. Therefore, the theme of the story raised in the board game media should be related to local culture, such as typical food, famous places, traditional clothing, and the customs of the people of Jakarta. The designed activity can be a storytelling challenge such as composing a story from a picture, continuing the story, or answering open-ended questions.

To support student engagement, board games need to be designed in an attractive and simple way. This medium can be a game board with 110-20 squares, equipped with 10-15 illustrated challenge cards, pawns, and dice. The rules of the game are designed to be simple for students to understand and can be played in 30–45 minutes depending on the duration of the classroom learning. From the teacher's side, this media must be practical and easy to use without the need for special training. In addition, board games must be relevant to the Indonesian curriculum, especially in the development of speaking skills. The media also needs to be flexible so that it can be used in small group activities of 4-5 students. Research results show that well-designed board games can effectively encourage student participation and improve their speaking skills. This analysis will be the basis for the development of a board game prototype that is tailored to the needs of grade III elementary school students.

CONCLUSION

This research reveals that speaking skills, especially in the form of storytelling, are still a challenge for grade III elementary school students. Based on the results of the performance test and open questionnaire, the majority of students experienced obstacles in conveying ideas, choosing the right vocabulary, composing a coherent storyline, and showing the courage to speak in public. This condition is exacerbated by classroom learning that is still conventional and does not provide space for students to practice speaking actively. On the other hand, students show high enthusiasm for learning that involves play, interactive, and fun activities. Board games are assessed according to the cognitive characteristics of low-grade students who are at the concrete operational stage, where learning will be more effective if delivered through real objects and direct activities. In addition, students also show an interest in local content, such as typical foods, historical places, and cultural traditions.

This needs analysis provides an idea that board games as a medium for learning speaking skills need to be designed by paying attention to contextual content, attractive visuals, gradual difficulty levels, and easy-to-understand and flexible rules of play. A well-developed board game has great potential in improving students' storytelling skills, fostering confidence, and encouraging active interaction in the classroom. Thus, the results of this analysis are an important starting point in designing board game prototypes as innovative alternative learning media. This media is expected to be able to create a fun learning atmosphere, enrich students' understanding of local culture, and help achieve more meaningful Indonesian learning goals.

In the context of learning storytelling skills, board games can be designed with components that challenge students to structure stories based on specific images, keywords, or situations that appear in the game. In this way, students are trained to develop ideas in a structured way, enrich vocabulary, and increase the courage to speak

spontaneously and creatively. The use of board games also supports an active learning approach, where students not only become listeners, but also active actors in the learning process. Additionally, board game-based learning encourages cooperation, discussion, and reflection, all of which are important elements in the development of social and communication skills.

Based on the description above, the use of board games as a learning medium is very rational and relevant to be applied in learning storytelling skills in grade III of elementary school. These media are not only aligned with the student's stages of cognitive development, but are also able to create an active, fun, and meaningful learning environment and support the principles of deep learning.

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