The Effect of Using Board Game Activity to Improve Students' Speaking Skill at Eleventh Grade Students of SMKN 7 padang

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ABSTRACT

The purpose of this study was to determine the use and influence of the board game activity on students' Speaking skills. This study was conducted at SMKN 7 Padang and only took 1 class as a sample with a simple random sampling. The sample consisted of 25 students from class XI KC 2. This study used a quantitative method with a research approach using pre-experimental. Data were collected using a test consisting of a pre-test and post-test. After the data was collected, the researcher analyzed the data using the formula listed. Based on the results of the study, the average pre-test score was 35.6 while the average post-test score was 87.2. This study used the T-Test to analyze the hypothesis test and the results of the hypothesis test were that the T-Test value was (1.804)> T table 0.05 (1.713) and the results of the SIG (2-tailed) showed that 0.000 this means that Ha is accepted and Ho is rejected. This means that the use of the board game activity can be implemented and has a significant influence on the speaking skills of eleventh grade students at SMK N 7 Padang in the 2024/2025 academic year.

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A. Introduction

Speaking is one of the abilities that students should learn in Vocational High School, for them to develop their ability to communicate verbally by expressing their thoughts in real life. According to Kasyulita (2016), speaking is a collaborative process of meaning construction that includes information production, acceptance, and processing. In the other hand, speaking is a collaborative process of meaning construction that includes information production, acceptance, and processing. It means, in speaking skill not importance the fact that speaking is about more than simply expressing ideas; it is also about how meaning is created and comprehended via interpersonal contact.

Furthermore, in learning school, speaking is crucial language ability, is given less load in English instruction. A lot of instructors spend more time teaching writing and reading. They believe that assigning reading and writing tasks helps children be quieter and improves classroom organization. Speaking tasks, however, frequently result in a more packed classroom. Speaking is indeed a crucial part of learning a language. Students may be more interested and active in energetic session. Therefore, it's critical to encourage pupils to communicate in order to improve their learning. In addition, the reading-writing section of the formal education English exam is too proportionate. Speaking and oral production tests are hardly offered. As a result, the students believe that speaking is not crucial to learning.

The researcher focuses the research on the eleventh grade SMKN 7 Padang. Based on the syllabus, basic competency that should be achieved in speaking skill for the eleventh grade students in the first semester are about some functional skill such as transactional and interpersonal skill and short functional text and monologue in the form of descriptive text. The students have not attained the aforementioned fundamental ability. Moreover, they have the lowest English score on the midterm exam. The researcher noticed certain issues when watching the lesson. Therefore, the first focus is that most students are not motivated in the learning process, and the second is that they lack confidence and vocabulary, making them too reserved to express their opinions. It means, the English material is easily understood and the media will increase students' motivation to study, teaching and learning will be successful if they are supported by certain elements, such as the method used to teach English, the comprehensiveness of the teaching

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facilitation, engaging media, and the state of the school environment. In other hand, the subjects are so diverse; teachers must select the best strategy, approach, and technique to fulfill their teaching objectives.

One effective way to teach speaking is by using games. According to Marwah (2018), games can help us develop our social skills and become more adaptable in real-world interactions, even if their activities might not always be relevant to real-world circumstances. It means, while games don't reflect real-life conditions exactly, they still provide opportunities to practice communicating, cooperating and adapting to various social situations. Through games, we can learn how to interact with others, which is very useful in real life. The board game is the game used in this study. Another study on board games has been conducted. For instance, according to Simamora (2016), employed it in a speaking exercise in the classroom to promote can judicative fluency. Students can improve their speaking fluency, confidence, and ability to carry on brief conversations by playing a board game. Moreover, board games can be used in classroom speaking practice to improve students' communication fluency. By playing board games, students can practice speaking more fluently, feel more confident, and have short conversations.

To apply this method with a board game that encourages lots of conversation, such as "Tabu" or "Guess Who," for use in the classroom. The students are to play in small groups so that everyone can be actively involved. Courage all students understand how to play by clearly explaining the rules of the game. During the game, the students are encouraged asked to speak, ask questions, and answer using English. Once the game is over, Students are asked to discuss their experiences and what they learned from the activity. As the result in fact this case, students may participate more actively while playing in small groups, and it is much easier for them to learn the rules when they are well explained. Talking about their experience after the game is crucial for enhancing their speaking abilities. Students' speaking fluency, confidence, and communication skills can all be enhanced by using this technique.

B. Method

The research was about students' speaking skill using board game strategy. This research used quantitative approach. According to Cresswell (2012), quantitative research approach requires that explain how one variable affects another. In addition, this research used pre-experimental research design. Pre-

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Experimental is one type of research design that carried out by research before giving a treatment to the objects being observed. According to sugiyono (2013), pre-experimental research design is a type of research where there are external variables that influence the formation of the dependent variable. Researcher only observes the effect of treatment on a group without comparing it to a group that did not receive the treatment.

In this research, researcher used One-Group Pretest-Posttest Design. This design used pretest before the treatment is carried out. It could help the researcher to find the accurate results because researcher could compare with the result before and after the treatment. Based on the explanations above, the researcher used pre-test to obtain the results being given treatment and a post-test to obtain students learning outcomes after being given treatment by the researcher. Researcher used the board games activity as a treatment to improve students' speaking skill at eleventh-grade students of SMKN 7 Padang.

This research was conducted at SMKN 7 Padang, academic year 2024/2025. It is located at Jl. Cengkeh Nan XX, Lubuk Begalung, Padang, West Sumatera. The Researcher chose this place because the researcher was conducted Praktek Lapangan Kependidikan (PLK) as a place to increase researcher's insight into educational science. The researcher had 1 meeting for Pre-test, 2 meetings for treatment, and 1 meeting for Post-test. The population of this research was the students at SMKN 7 Padang.In this study, researcher only took the population in the eleventh-grade students, total 8 classes; they are XI Kc 1, XI Kc 2, XI Kc 3, XI Bc, XI Tr, XI Ms, XI Sp, XI Kr. The total population of eleventh-grade students of SMKN 7 Padang in academic year 2024/2025 consists of 182 students. A sample is a representation of the entire population. According to Sugiyono (2013), sample is a part of the number and characteristics possessed by the population. By evaluating of the populations, the researcher focuses on one class and uses simple random sampling to assess some needs. The researcher took the sample because it took samples randomly without considering the strata in the population. The researcher chose one class of eleventh-grade namely XI Kc 2. The sample consisted of 25 students.

The researcher used test as the research instrument. The test was used pre-test and post-test. The pre-test was given before giving the treatment. Then, the post-test was conducted to determine the improvement of students' speaking skill

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after being given the treatment by the researcher using board game activity. By comparing pre-test and post-test scores, researcher may analyzed the effect of a board game activity in increasing a students' speaking skill by using board game activity at eleventh-grade students of SMKN 7 Padang.

1. Results and Discussion

Students' Speaking Score of Pre-Test

the researcher showed up the result of the pre-test to analyses. The pre-test was given to students to determine their speaking skill before using board game activity.

Table 1. Students' Pre-Test Scores

No	Name	P	F	U	V	G	Total	Score
1	AR	2	1	2	1	1	14	35
2	ASM	2	2	1	2	2	18	45
3	AZ	2	2	1	2	2	18	45
4	BAK	1	1	1	1	1	10	25
5	EA	2	1	1	2	1	14	35
6	FH	2	2	1	1	2	16	40
7	FN	1	1	2	1	1	12	30
8	LBT	2	1	2	1	2	16	40
9	NDP	1	1	1	1	1	10	25
10	NS	2	1	2	1	1	14	35
11	NS	2	2	2	2	1	18	45
12	NH	1	1	2	1	1	14	35
13	RW	1	2	2	2	2	16	40
14	R	1	1	2	1	1	14	35
15	RDR	1	1	1	1	1	10	25
16	SN	2	2	2	1	1	16	40
17	SW	2	1	2	2	1	16	40
18	SPN	2	2	2	2	2	20	50
19	SA	2	1	2	1	2	16	40
20	TRP	2	2	1	1	1	14	35
21	WP	1	2	2	1	1	14	35
22	YT	1	1	1	1	1	10	25
23	ZUH	1	2	2	1	1	14	35
24	ZAP	1	1	1	2	1	12	30
25	ZAR	1	1	1	1	1	10	25
	Total							890

Note:
P = Pronunciation
V = Vocabulary
G = Grammar
U = Understanding
F = Fluency
Based on the table above, the researcher calculated the total of the results and seeking the mean score of the pre-test with the formula:

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$X^- =(\sum X)/N$

$X^- =890/25$

$X^- =35,6$

The researcher gave the students a pre-test after explaining the descriptive text. There are some indicators of speaking skill, such as: pronunciation, Fluency, vocabulary, grammar, and understanding. Related to the result of pre-test that the researcher gave to the students. It can be concluded that almost all of students get scores in the range of 1 to 2. Based on the result of the scores, the researcher found 25 as the lowest score and 50 as the highest score. The mean of the score of pre-tests is 35,6

Table 2. Students' Pre-Test Classifications

Scores	Classification	Frequency	Percentage
96-100	Excellent	0	0%
86-95	Very Good	0	0%
76-85	Good	0	0%
66-75	Average	0	0%
36-65	Poor	10	40%
0-35	Very Poor	15	60%
	Total	25	100%

From the table above, the researcher found a percentage of pre-test in speaking skill from 25 students. As demonstrated, the majority of the students (15%) were classified as very poor. Meanwhile some students got poor (40%), In speaking descriptive text. Furthermore, there was no students got excellent and good classification. From the explanation above, the researcher concluded that students of tenth-grade students of SMK N 7 Padang had very poor ability in speaking descriptive text before giving the treatment.

Students Speaking Post-Test

The post-test was given to students to find out their writing skill in writing procedure text after giving the treatment. The post-test scores will be shown in the table below:

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Table 3. Students' Post-Tests Scores

No	Name	Scores' Indicators					Total	Score
		P	F	U	V	G		
1	AR	4	4	4	3	3	36	90
2	ASM	3	4	4	4	3	36	90
3	AZ	4	4	4	3	3	36	90
4	BAK	3	4	4	3	4	36	90
5	EA	3	3	4	3	3	32	80
6	FH	3	4	4	4	4	38	95
7	FN	3	3	3	3	3	30	75
8	LBT	4	4	4	4	3	38	95
9	NDP	4	3	4	4	3	36	90
10	NS	3	3	4	3	3	32	80
11	NS	4	3	4	4	3	36	90
12	NH	4	3	4	4	3	36	90
13	RW	4	4	4	4	3	38	95
14	R	4	4	4	4	3	38	95
15	RDR	4	4	3	3	4	36	90
16	SN	4	3	4	3	3	34	85
17	SW	3	3	3	3	3	30	75
18	SPN	4	3	3	3	4	34	85
19	SA	3	4	4	4	3	36	90
20	TRP	4	3	3	4	3	34	85
21	WP	4	4	4	4	3	38	95
22	YT	3	3	3	3	3	30	75
23	ZUH	3	4	4	4	3	36	90
24	ZAP	4	3	3	3	4	34	85
25	ZAR	3	3	4	3	3	32	80
	Total							2180

Note:
P = Pronunciation
V = Vocabulary
G = Grammar
U = Understanding
F = Fluency

Based on the table above, the researcher calculated the total of the results and seeking the mean score of the pre-test with the formula:

$$\bar{X} = (\sum X)/N$$

$$\bar{X} = 2.180/25$$

$$\bar{X} = 87,2$$

After the researcher giving the post-test to the students, the researcher found that the lowest score on the post-test was 75 and the highest score was 95. The post-test showed up the increasing of students speaking skill by using board game strategy. The mean score of the post-test was 87,2 The average of the post-test score is higher than the pre-test score, which is 40. Thus, the researcher can

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conclude that the students' speaking skill before and after the treatment by using board game strategy was improved.

Table 4. Students' Post-Test Classification

Scores	Classification	Frequency	Percentage
96-100	Excellent	0	0%
86-95	Very Good	15	60%
76-85	Good	7	28%
66-75	Average	3	12%
36-65	Poor	0	0%
0-35	Very Poor	0	0%
	Total	25	100%

Based on the table above, it showed up the frequency and percentage of the students' writing in the post-test from 25 students. According to the table, almost all of the students were good classification. There were 7 (28%) student who got good classification and 3(12%) Students who got average classification 15 (60%) Students who got very good classification. There were no students who got very poor, poor, classification in post-test. The researcher can be concluded that students' speaking skill in XI KC 2 was significantly improved after treatment.

In this research, the researcher collected the data of students' speaking skill showed the improving of students' speaking skill by using treatment. It was proved by the frequency and percentage of the students' pre-test and post-test result from the component of speaking. The researcher conducted a test at eleventh-grade KC 2 students. The researcher found the result before treatment by using board game strategy, the majority of students 43% got very poor classification, 43% got poor classification, and 14% got average classification. Furthermore, there were no students received either an excellent or a good classification. At this stage, the researcher concluded that students' writing skills were included in the poor category at eleventh-grade KC 2 students in SMK N 7 Padang.

Based on pre-test table, students who got the lowest scores with the score indicators Students BAK, got a pronunciation score of 1, vocabulary score of 1, fluency score of 1, understanding of 1, and grammar score1, the lowest total was 10, and the total of the overall score was only 25 total scores lowest students, In the pre-test conducted, it was seen that several students showed results, with the lowest scores obtained by BAK, NDP, RDR, YT, and ZAR, each of whom scored 10, while FN and ZAP scored 12. On the other hand, the student who managed to achieve the highest score was SPN with a score of 50, followed by ASM and AZ

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who each got 45. This shows that there are various variations in students' abilities in understanding the material they have learned, with many students such as EA, FH, and RW getting scores in the range of 16 to 20.

The results of this pre-test can be a reference for teachers to understand students' understanding and determine more effective learning strategies in the future.After the implementation of the treatment in the learning process, the results of the pre-test showed significant changes among the students. The treatment aimed to enhance students' understanding of the previously taught material. By utilizing more interactive and participatory methods, students were expected to grasp information more effectively. Prior to the treatment, many students struggled with foundational concepts. However, following the treatment, it became evident that student motivation had increased. They became more enthusiastic about participating in lessons and actively asking questions, indicating greater engagement with the material. The post-treatment pre-test results indicated a notable improvement in scores for the majority of students. Those who had previously received low scores, such as BAK and NDP, managed to enhance their performance. This demonstrates that the implemented treatment was effective in aiding students' comprehension of the material. Students with the highest scores, such as SPN, ASM, and AZ, also displayed consistent improvement. Although they already possessed a good understanding before the treatment, the additional learning methods helped deepen their knowledge and skills.

This is crucial for building a strong foundation for future learning. One of the most prominent aspects of the treatment was the integration of technology into the learning process. By utilizing digital media and visual aids, students could observe real-life examples of the concepts being taught. This made learning more engaging and easier to understand. Moreover, student interaction increased significantly. The group discussions held during the treatment provided opportunities for students to share their understanding and experiences. This not only helped them learn from one another but also fostered important social skills. While many students demonstrated progress, some still required additional attention. Students like RDR and YT, although improved, remained below average. Additional strategies need to be implemented to support them in closing the gap. The role of the teacher was also vital in this process. The constructive feedback and support provided during the treatment greatly assisted students in correcting mistakes and

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enhancing their understanding of the material. This highlights the importance of teacher involvement in supporting student progress. The results obtained from this pre-test can serve as a foundation for designing future lessons. Through in-depth analysis of the pre-test results, teachers can identify areas that need focus and adjust their teaching methods to be more effective. Overall, the application of treatment in the learning environment proved to have a positive impact on the pre-test results of the students. This indicates that with the right approach, students can achieve their maximum potential.

The treatment not only focused on academic improvement but also emphasized emotional and social development. By creating a supportive learning atmosphere, students felt more comfortable expressing their thoughts and feelings, which fostered a sense of community in the classroom. Moreover, the treatment included various assessments to gauge students' understanding continuously. This ongoing evaluation allowed teachers to make real-time adjustments to their teaching strategies, ensuring that each student received the support they needed. The collaborative activities introduced during the treatment encouraged critical thinking and problem-solving skills among students. By working together to tackle challenges, they developed a sense of teamwork that is essential for their future endeavors. Feedback from students regarding the treatment was overwhelmingly positive. Many expressed that they felt more confident in their abilities and appreciated the engaging nature of the lessons.

This feedback is crucial for refining the treatment further. Additionally, the use of differentiated instruction during the treatment catered to the diverse learning styles present in the classroom. This approach ensured that all students, regardless of their individual needs, could benefit from the lessons. As a result of the treatment, there was a noticeable reduction in anxiety levels among students during assessments. Many reported feeling more prepared and less intimidated by the testing process, which contributed to their improved performance. Looking ahead, the positive outcomes of the treatment suggest that it should be integrated into the regular curriculum. By continuously applying these methods, educators can foster an environment conducive to learning and growth. In conclusion, the treatment has proven to be a valuable strategy in enhancing students' academic performance and overall well-being. The combination of interactive methods,

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technology integration, and supportive teaching practices has created a dynamic learning experience that can lead to long-term success for students.

The post-test results highlight a remarkable performance among students, reflecting the effectiveness of the educational strategies implemented. The data reveals insights into individual and collective achievements in various indicators among the top performers, FH, LBT, RW, R, and WP scored 95, demonstrating exceptional understanding across the board. Their commitment and engagement during the learning process clearly contributed to their high scores. Students AR, ASM, AZ, BAK, NDP, NS, NH, RDR, and SA all achieved scores of 90, showcasing a solid grasp of the material. This consistency indicates that the instructional methods resonated well with these students. In contrast, FN, SW, and YT scored 75 and 30, respectively. This suggests that while some students struggled, there are opportunities for targeted interventions to help them improve their understanding the performance of EA and ZAR, with scores of 80, reflects a moderate understanding of the concepts taught. These students may benefit from additional support to reinforce their learning.

The variety of indicators—P, F, U, V, and G—provides a comprehensive view of student performance. This multi-faceted approach allows educators to pinpoint specific strengths and areas for improvement the high scores achieved by students indicate a positive correlation between the treatment methods and student engagement. Many students reported feeling more confident in their abilities as a result of the supportive learning environment additionally, the integration of technology and interactive learning strategies played a significant role in enhancing student engagement. Students found these methods more relatable and enjoyable, leading to improved performance the collaborative activities, such as group discussions and peer feedback, were particularly effective. Students benefited from learning from one another, which enhanced their understanding of complex topics. Looking at individual performances, FH's outstanding score can be attributed to a combination of hard work and effective study habits. This serves as an excellent example for other students to follow.

The scores of SN, SPN, TRP, and ZAP, all achieving 85, indicate that they have a solid grasp of the material. However, there is potential for them to push their understanding even further in contrast, FN and SW's scores of 75 and 30, respectively, highlight the need for additional support. Identifying specific areas of

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difficulty will be crucial for helping these students progress the post-test results also emphasize the importance of continuous formative assessments. Regular evaluations enable educators to monitor progress and adjust their teaching strategies accordingly feedback from students regarding the post-test experience was largely positive. Many expressed that they felt better prepared and more confident, which likely contributed to their performance,

In summary, the combination of interactive learning, technology integration, and collaborative activities has significantly enhanced student performance in the post-test. These methods have proven to be effective in engaging students it is also critical to acknowledge the role of teachers in this process. Their dedication to adapting their methods to meet student needs has played a significant role in achieving these results the diversity in scores underscores the varying levels of understanding among students. This highlights the necessity for personalized learning approaches to support all learners effectively looking forward, maintaining the momentum gained from this treatment will be essential. Continued application of successful strategies can lead to sustained academic improvement the post-test data serves as a valuable tool for educators in assessing the effectiveness of their teaching strategies. By analyzing these results, teachers can identify trends and adjust their instructional methods the successful outcomes of this assessment suggest that ongoing professional development for educators is crucial. Teachers should be encouraged to explore new teaching methods and strategies continuously As students like AR, ASM, and AZ show strong foundational knowledge, it will be crucial to challenge them with more advanced material to maintain their engagement and motivation. the overall positive impact of the treatment is evident in the increased scores and student confidence. This suggests that similar approaches should be used in future curricula,

Moreover, establishing a culture of continuous feedback will further enhance student learning. Encouraging students to share their thoughts on teaching methods can guide improvements the commitment to fostering a supportive classroom environment has paid off. Students felt comfortable expressing their thoughts and questions, which fostered a culture of inquiry and collaboration in conclusion; the post-test results reflect the hard work and dedication of both students and teachers throughout the treatment. This collaborative effort has resulted in meaningful learning experiences.

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The diversity of scores also reflects the varying levels of understanding among students. This highlights the necessity for ongoing assessment and feedback to ensure all students are progressing at an appropriate pace. Maintaining open lines of communication between teachers and students will be vital. Regular check-ins can help identify areas where additional support may be needed. The successful implementation of this treatment has set a positive precedent for future educational practices. Continued focus on student engagement and support will further enhance learning outcomes. The insights gained from this post-test will be invaluable in shaping future lesson plans and curricula. Educators can leverage this data to create more effective learning environments. In closing, the positive results from the post-test underscore the effectiveness of the recent educational interventions. By continuing to build on this success, educators can foster an enriching and supportive learning environment for all students.

According to the component of speaking, the researcher calculated scores such as: content, pronunciation, vocabulary, grammar, and mechanics. Students had difficulties in creating a relevant content. From the aspect of organization, students had difficulties in organized the structure of procedure. Some students had still confused the vocabulary and most of them asked the researcher about the chose of words of phrase to the researcher. The used of vocabulary by students were not in accordance with applicable rules and mechanics such as grammar, pronunciation, and knowledge were incorrect in their speaking skill.

After giving the treatment by board game activity, almost the students were in a good classification or have a good category in speaking skill. There were 15 (60%) students who got very good classification, 7 (28%) students who got good classification and students who got average classification 3 (12%) in speaking descriptive text. Furthermore, the findings showed that the mean score of pre-tests was 51,6, and after treatment by using Board game activity became 87,2. The researcher concluded that the result of post-tests was higher than pre-tests. Other findings of this research showed the value of t-test was higher than the value of t-table (1,804 > 1,713). When the value of t-test was higher than the value of t-table indicated that there was significantly different between the pre-test and post-test after using treatment. It meant that H_a was accepted. Otherwise, the alternative hypothesis sis H_0 was rejected. It was meant that there was an effect of using

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Board game activity towards students' speaking skill at eleventh-grade students of SMK N 7 Padang.

Based on the research found in the data above speaking is one of the communication skills that involve speaking words to convey messages, ideas, or information to others. According to Yuliana (2021), speaking is language is used to express thoughts loudly, indicating that when someone interacts with others using language, they are likely trying to convey something important. It means, the statement emphasizes that language serves as a tool for expressing thoughts and emotions. When individuals use language to interact with others, they are often attempting to communicate significant ideas, feelings, or information.

Then, a good speaking fluency and grammar and understanding, vocabulary can enhances one's English proficiency, making it sound smoother, more natural, and more impressive to listeners and understanding students and create to improvement speaking skill. According to Permana (2020), fluency refers to the smoothness, flow, rate, length, connectedness of ideas, absence of excessive pausing, and absence of disturbing hesitation markers in speech. Therefore, students are expected to be able to improve their speaking skills through practice to improve their abilities, especially in speaking. According to Chang and Alhusna (2022), practice and repetition can help the process of converting of declarative knowledge into procedural knowledge.

1. Conclusion

Based on the result of the research of the used Board Game Activity towards students' speaking skill at eleventh-grade students of SMK N 7 Padang. The researcher concluded that the use of board game activity in increasing students' speaking skill was effective to improve students' skill in speaking, especially in speaking descriptive text. The results of the research were proven by calculating of students' mean scores of pre-tests and post-tests by researcher. The researcher found that the mean scores of students' post-tests were higher than students' pre-tests. It can be concluded that there was an improvement in students' speaking skill after giving treatment board game activity.

The researcher found that the mean score of students' pre-tests and posttests was improved. Before giving a treatment by the researcher, the mean score of students' pre-tests was 35,6, then researcher gave the treatment to the students. The researcher found the mean score of students' post-tests was 87,2.

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The calculation of correlation of the post-test score is higher than the pre-test score, which is 51,6. Thus, the researcher can conclude that the students' speaking skill before and after the treatment by using board game activity was improved. After finding the result calculation of standard deviation of pre-test and post-test, the researcher calculated the significant of standard deviation of pretest and post-test and found the result was 51,6.

Lastly, the researcher calculated the value of t-test to find out the effect of using Board game activity toward students' speaking skill at eleventh-grade students of SMK N 7 Padang. The result of calculation of t-test was 1,804. It indicated that the t-test value is higher than t-table where the degree of freedom (df). To determine the level of significance of the pre-test and post-test, the researcher employed the t-test analysis on the level significance (p) + 0,05 with the degree freedom (df) = 25, where N – 2 = 23, and the value of the t-table is 1,713 for an independent sample (t-test: 1,804 > t-table: 1,713). According to the result of the t-test, the researcher concluded that board game activity was effective in improving students' speaking skill at eleventh-grade students of SMK N 9 Padang. It meant that Ha was accepted. Otherwise, the alternative hypothesis $H0$ was rejected.

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