

DEVELOPING THE SPEAKING SKILL OF GRADE XI STUDENTS AT MADRASAH ALIYAH ALMUHIBBAH SOULOWE DOLO THROUGH GAME

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Abstrak

Penelitian ini bertujuan mengembangkan keterampilan berbicara siswa melalui permainan-permainan. Tipe penelitian yang digunakan adalah penelitian tindakan kelas dilaksanakan secara kolaboratif dalam dua siklus dalam hal ini peneliti bertindak sebagai pengajar sedangkan kolaboratornya bertindak sebagai pengamat dan setiap siklus terdiri dari dua pertemuan. Data penelitian ini diambil dari dua sumber utama, data kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa penerapan permainan-permainan dapat mengembangkan kemampuan berbicara siswa. Hal itu dapat dilihat melalui skor pencapaian dari 25 siswa, 36 % dari mereka dapat memenuhi kriteria ketuntasan minimal dari wawancara. Pada siklus I, 76% dari 25 siswa dapat memenuhi kriteria ketuntasan minimal. Siklus II, 100% dari 25 siswa dapat memenuhi kriteria ketuntasan minimal. Selanjutnya, skor tertinggi diperoleh siswa dari studi awal adalah 80 sedangkan pada siklus I, 82.5 dan pada siklus II, 90 akan tetapi skor terendah diperoleh siswa pada studi awal adalah 40 sedangkan pada siklus I, 57.5 dan siklus II, 67.5 Berdasarkan hasil penelitian, dapat disimpulkan bahwa penerapan permainan-permainan dapat mengembangkan kemampuan berbicara bahasa Inggris siswa.

Kata kunci: *permainan, mengembangkan, keterampilan berbicara.*

Many students at Madrasah Aliyah Almuhibbah Soulowe get difficulty to Speak English. They consider that it is not as important as the other foreign language taught such as Arabic language, which makes them really interested in learning

English is designed as a functional language to achieve language target in which students should use the language fluently and accurately in communication. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, (Bailey 2005:2).

Many students have poor speaking performances. Students are unable to express their idea clearly. They are unable to respond questions. Therefore, it is necessary for English teachers to provide interesting teaching method for students to evoke their interest in learning English and to lead them to speak in class.

Based on the early observation conducted by the researcher during teaching English at Madrasah Aliyah Almuhibbah Soulowe Dolo found that students used more dominantly Indonesian than English in the class. Some problems could be identified concerning with students' speaking skill as follows; students did not know to produce the words and the students got difficult to speak English.

Speaking is one of productive aspects in a communicative competence. The goal of teaching the speaking ability is the ability in communicative efficiency (Kayi, 2006). Students should be able to make themselves understand, use their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that are applied in each communication situation (Burkart, 1998).It is essential that language

teachers pay great attention to teaching speaking. They should provide speaking activities where a meaningful communication taking place is desired rather than lead the students to pure memorization (Kayi, 2006).

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns and Joyce, 1997). Its form and meaning are dependent on the context in which they occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. They are often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns and Joyce, 1997). Finally, speech has its own skills, structures, and conventions different from the written language (Burns and Joyce, 1997; Carter and McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

To help student develop communicative efficiency in speaking, Burkart (1998) suggests that teacher should use a balanced activity approach that combines language input, structures output and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages and read outside of class. It gives learners the material they need to begin producing language themselves.

The focus of this study is on applying a game technique to develop students' speaking skill in relation to accuracy and fluency. This study is a classroom action research, conducted at Madrasah Aliyah Almuhibbah Soulowe. The subjects of this study are 25 students.

Speaking Skill

The teaching of speaking skill is a fundamental point to enable students to use the language fluently and accurately in the communication. "Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, (Bailey 2005). Ur (1996:120) states "Classroom activities that develop learner's ability to express their ideas through speech would be considered an important component of a language course." So that, in order to know the language, it should be used to communicate and the student does not know a sentence until he or she can speak it.

Devices of Speaking

In order to cultivate the speaking skills, it may be helpful to divide speech into two categories: the monologue and the dialogue. They require different approaches, and students need to be able to engage in both modes.1) The monologue is a presentation mode, but it's also storytelling and explanation mode. We engage in monologues not only when we make speeches but when we give directions, instructions, or our opinions, or narrate a sequence of events. The pressure is on the speaker to keep speech moving in a logical sequence.2) Dialogue, on the other hand, is more like tennis or chess (speed chess). It requires rapid processing of what is being said and equally rapid impromptu strategic response. It therefore involves listening skills on par with production skills. It is drama, not declamation. Bohm, (1996).

Component of Speaking

Successful learning of new language is depending on the learners can use the language fluently and accurately. That means that they can understand and produce it correctly and fluently (receiving and conveying messages with ease). "When the objective is accuracy, teacher and learners are chiefly concerned with 'getting the

language right' (forming correct sounds, words, sentences). When it is fluency, they are concentrating on the 'message' (communicating or receiving content)," Ur, (1996:103). "Accuracy refers to the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English. Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community." Bailey, (2005:5).

Function of Speaking

The fundamental concept of teaching English in term of speaking skill development is teaching to speak through speaking. "We learn to speak by Speaking." Swain, (in Nunan, 1991:51). Harmer, (2007:123) argues "good speaking activities can and should be extremely engaging for the students, if they are all participating fully – and if the teacher has set up the activity properly and can the give sympathetic and useful feedback – they will get tremendous satisfaction from it."

The Use of Games

The following are elements that the teachers need to consider before playing a game in the English classroom as proposed by Sugar and Sugar (2002: 12-17). Those include the following elements.

- a. Target Audience Target
- b. Level of Play (Language Level Required)
- c. Number of Players
- d. Size of the Class
- e. Learning Outcomes
- f. Playing Time
- g. Game Variations

Kinds of Games

There are many kinds of games that can be used in the classroom as well as outside the classrooms. Wright, at al, (1994) divide

games based on their general characters and spirits as the followings.

- a. Picture Games
- b. Psychology Games
- c. Caring and Sharing Games
- d. Sound Games
- e. Story Games
- f. Word Games
- g. True and False Games
- h. Memory Games
- i. Question and Answer Games
- j. Guessing and Speculating Games

Teaching Speaking Skill through Games

The definition of game is an activity that you do to have some fun (Hornby; 1995;486). Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely (Richard-Amato, 1988; 147). Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings (Hansen;1994;118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

The Importance of Using Games

There are some benefits of using games in teaching English. The following are some of the benefits proposed by Wright, Betteridge and Buckby (1994: 1)

- a. Games help and encourage learners (fun and interesting)
- b. Games help the teacher to create contexts in which the language is useful and meaningful.
- c. Games provide intense and meaningful practice of the language
- d. Games provide practices in all the skills (R, W, L, and S), in all the stages of the teaching/learning sequence (presentation, repetition, recombination, etc), and for many

types of communication (encouraging, agreeing, explaining)

- e. Using games can engage the students and motivate them to interact with the topic.

Application of Games

The following are games that the researcher applied in doing the research. They are:

1. Fantasy at a Window

The researcher wrote on the board: What can you see now? Is she/he (Are they) ...ing? What is he/she (are they) doing now? Then the researcher asked students to go to the window, lookout and describe something imaginary happening out there. After 3 or 4 sentences of present continuous action description, pause and elicit questions from each student. The researcher asks students, What do you see out there? What is he/she (are they) doing? The end of game, the researcher made clarification and correction in relation to students, sentences.

2. Turn out Your Pockets

The researcher divided students into group and asked them to list some or all of the objects in their handbags, wallets, or pockets clearly. When the lists were ready, the researcher asked the students to fold the lists and gave them to researcher. Then the researcher shuffled the lists and asked each student pick one atr andom. Then the researcher asked the students to guess whose list they have and told the class why.

3. Tennis Ball

The researcher explained that the students were going to play tennis with questions, The researcher splitted the class into two teams, who turn to face each other. The researcher gave questions, which were answered in the game. The researcher gave students five minutes to find out the answers of questions by their own. Then researcher gave them Tennis ball and

asked them to run the ball around followed by music. When the music stop, student who hold the ball choose one question, gives the ball to another team. The student who get the ball will answer the question. It will be done in turn. The winner is the team which can answer the majority question.

RESEARCH DESIGN

This research is CAR (Classroom Action Research) with qualitative and quantitative approach used on data analysis. It was conducted through applying question and answer game technique, involving one research collaborator. The researcher designed the research through spiral of cycle model consisting of planning, implementing, observing, analyzing, and reflecting. Cohen and Manion, (in Nunan, 1989:12) argues that collaborative action research involves at least two persons as the main actors of the study action and this research team works together to cope with the problem in a single classroom research.

This research was conducted at MA Almuhibbah Soulowe, Sigi Regency. The time allocation for employing the technique will be 90 minutes for each meeting. This classroom action research was conducted in cycles. The researcher and her colla or designed the research into planning of action, implementation of action, observation, and analysis and reflection. The four activities were named stages.

1. Planning of Action.

The first activity conducted by the researcher and her collaborator in this research was planning the action. In this stage, the researcher and her collaborator worked together in designing lesson plan, preparing instructional material, and setting the criteria of success.

The criteria of success was determined by some indicators as follows:

- (1) The amount of students who participated in games must reach over than 70% from 25 students as the subject of the research.
- (2) The minimum criteria of achievement must be achieved by the students is (65) and the amount of students who achieve the minimum criteria of achievement must be over than 80% from 25 students as the subject of the research.

2. Implementation of the Action Plan.

Implementation was truly the realization on what has been constructed in the lesson plan. In conducting class activities, the researcher employed teaching procedures comprising three steps: Pre-activity, While-activity and Post-activity.

3. Observation.

Observation was a process to collect data about any aspect or event that was happening in the teaching and learning process. Kinds of the data that were collected in this research namely qualitative and quantitative data. Qualitative data was obtained from the data of teaching-learning process through employing observation checklists, field notes and portfolios and quantitative data were obtained from the data of students achievement in teaching-learning process from evaluation.

4. Data Analysis and Reflection.

In this classroom action research, the researcher analyzed data by employing scheme or triangulation to obtain validation data derived from the field. It consisted of three main steps to analyze data; they were data collection, data reduction, and data conclusion. The reflection refers to the conclusion drawn based on the data obtained from one particular cycle of the research. It was the place where the researcher and collaborator analyzed the finding of each cycles. To make an accurate analysis, the researcher and her collaborator reflected the

data gained from instruments (observation checklist, portfolio)

The preliminary data of this research was attained from data of interview. The students' achievements in speaking skill were investigated in connection with *fluency*.

In the preliminary study, it was found that were six students met the criteria of success; 65. It was only 24 %. Of them. Hence, the researcher considered that it was important for her to conduct the research in the area of speaking skill.

FINDINGS AND DISCUSSIONS

The first cycle of the research covered two meetings. The first meeting was the researcher conducted teaching and learning process using game. The topic of game on the first meeting was "fantasy at a window." The second meeting was the researcher conducted evaluation. The evaluation was focused on the students' fluency and accuracy in delivering information from applying game.

Based on the data attained from evaluation, there are 19 or 76 % students whose achievement in speaking skills had met the criteria of success 65. The score of their obtained scores was >65. On the other hand, the percentage of the students who obtained the scores of < 65 was still big enough. It was 24 % or 6 students. The amount of students who achieved the criteria of success was under 80%.

Based on the result of the analysis, the researcher and her collaborator inferred that the application of game in developing students' speaking skill in Cycle I needed to be improved to meet the criteria of success. This could be examined from the students' achievement attained from evaluation. The result of evaluation had not fulfilled the criteria of success yet.

Reflection in action research was the site for researcher and her collaborator to flash back

to the previous classroom activities and did the analysis toward the findings.

Based on the observation data attained from checklists and field notes, it was found that the application of game in teaching speaking skill needed to be improved. The crucial matters lied on the following problems: (1) the researcher should do clarification by giving feedback of student's pronunciation mistakes. The researcher spoke quite fast and used dominantly English in describing instruction for a task instead of clarifying it in Indonesian, (2) the inconsistency of the researcher in organizing the time allotment. The researcher spent too much time in describing instruction of applying game. As a consequence, the students did not spend much time in collecting information, (3) the less attention of the researcher in controlling the group.

In conclusion, this classroom action research still needed improvement on applying the game by taking into account to the following considerations:

1. The researcher needed to set up the time proportionally.
2. The researcher needed to speak louder, clear pronunciation, and slower in describing the game instruction
3. The researcher needed to control students while applying game
4. The researcher should clarify grammatical mistakes individually and classically

Since the criteria of success of this study had not been achieved in Cycle I yet, it was a necessary to continue the action to Cycle II by focusing on the activity to cope with the problems mentioned for the improvement on the way to achieve the criteria of success of the research.

The second cycle of the research also covered two meetings. The first meeting was the researcher conducted teaching and learning process using game. The topic of game on the first meeting was "Turn out your pocket." The second meeting was the researcher conducted evaluation. The

evaluation was focused on the students' fluency and accuracy in delivering information from applying game.

Based on the result of the analysis of both teaching-learning process and student's learning result in cycle II, it was shown that the students made significant improvement. The amount of students who reached the minimum criteria of achievement was 100%. It means that the criteria of success had been achieved in this research. The achievement of these criteria was identified from the result of the field notes, observation checklists, portfolio and assessment employed.

The result of evaluation indicated that the students had significant achievement compared to the result of the evaluation from the first cycle. It was found that all of students achieved the criteria of success. Meanwhile, the lowest score that the students achieved was 70. So it was assumed that the individual achievement has met the criteria of success. Moreover, compared to the findings from the first cycle, the class achievement had also been achieved in the second cycle. No one of the students gained score under 70. It could be concluded that it was deserved for the researcher and the collaborator to stop the research since the criteria of success had been achieved.

In the second cycle, the researcher and the collaborator investigated; the researchers' teaching performance, the students' response to the teaching learning activity, the students' pronunciation mistakes, and the students' achievement from evaluation. The findings on the researcher's teaching performance showed that the researcher conducted class activity properly. Meanwhile findings concerning with the students' response toward the teaching learning process revealed that most of students have met the criteria of success.

On the basis of the above data, it could be concluded that the students got enthusiastic in learning English in term of

speaking skill through games strategy and the game was interested for students to learn.

In conclusion of the achievement of Cycle II, the next cycle was not needed anymore because the criteria of success of the research had been fulfilled and the problems encountered in Cycle I were solved in this cycle. Therefore, Cycle II was declared to be the last cycle of two cycle of the research

CONCLUSSIONS AND SUGGESTIONS

Conclussions

Based on the research findings, some conclusions are taken as follows.

1. The application of game accustoms students to speak.
2. By giving grammatical and pronunciation clarification classically and individually during class activity can assist students to minimize mistakes.
3. The proportional lesson plan design can direct teacher enable to achieve learning objective.
4. Besides having some strength mentioned above, the weakness of the application of expression in terms of applying game is identified, that is, the students could not deliver long opinion because they had lack information or idea to speak.

To follow up the findings, some suggestions are also delivered to be addressed to: the teachers, the students, and the future researchers.

Suggestions

1. To Teachers

Considering that the application of game can develop the students' speaking skill, it is expected that by applying game can be one of many alternative topics to be employed in developing speaking skill.

English teachers are suggested to disseminate this topic through teacher's forum such as: seminar or workshop in order to get valuable improvement.

2. To Students

Students' speaking skill can be developed through game. Therefore, practice and use the language whether inside or outside of class will enable students to speak fluently

3. To future Researchers

Since this study is classroom action research in which the result cannot be generalized, it is advisable that future researchers to carry out a research of teaching speaking skill at the same level at which this research is conducted or even at a higher one to verify or to strengthen the present results so that they become applicable for more classroom setting.

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