

IMPROVING SPEAKING ABILITY THROUGH COMMUNICATION GAME TO THE EIGHTH GRADE

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ABSTRACT

This research aimed to improve the student's ability in speaking. This research was conducted by using Classroom Action Research. The research subject were the second-grade student of SMP N 6 Tabanan in academic year 2022/2023 consisting of 30 students. The data were collected by using the observation, test, and questionnaire. The technique of data analysis used this research were qualitative and quantitative data analysis. The procedure of this research were conducting by pre-test and post-test. The post-test was done in two cycles. Each cycle consisting of: planning, action, observation and reflection. The result indicated that the mean score of pre-test was 65 and the percentage the students who passed the minimum completeness criteria was 23%. The mean score was 70.16 and the percentage the student who passed the minimum completeness criteria was 70% in post-test I and the mean score was 80 and the percentage the students who passed the minimum completeness criteria was 100% in post-test II. From the test result, it showed that there was a significant improvement of students' speaking ability after the writer conducted the research. It proved that using communication game strategy could improve students' speaking ability.

Keywords: Speaking Ability, Communication Game

PENINGKATAN KEMAMPUAN BERBICARA MELALUI PERMAINAN KOMUNIKASI PADA KELAS VIII SMP N 6 TABANAN TAHUN PELAJARAN 2022/2023

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam berbicara. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas. Subyek penelitian adalah siswa kelas II SMP N 6 Tabanan tahun pelajaran 2022/2023 yang berjumlah 30 siswa. Pengumpulan data dilakukan dengan observasi, tes, dan angket. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif dan kuantitatif. Prosedur penelitian ini dilakukan dengan pre-test dan post-test. Post-test dilakukan dalam dua siklus. Setiap siklus terdiri dari: perencanaan, tindakan, observasi dan refleksi. Hasil menunjukkan bahwa nilai rata-rata pre-test adalah 65 dan persentase siswa yang lulus KKM adalah 23%. Nilai rata-rata adalah 70.16 dan persentase siswa yang lulus KKM adalah 70% pada postes I dan nilai rata-rata adalah 80 dan persentase siswa yang lulus KKM adalah 100% pada postes II. Dari hasil tes, terlihat bahwa ada peningkatan yang signifikan pada kemampuan berbicara siswa setelah penulis melakukan penelitian. Hal ini membuktikan bahwa penggunaan strategi permainan komunikasi dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: Kemampuan Berbicara, Permainan Komunikasi

1. Introduction

Speaking is one of the four language skills or abilities which is very important in English because speaking is considered the most important skill in learning a foreign or second language. Opinion based Grady(2000:220) speaking is fundamental human behavior.

Speaking skill is very important of the part of curriculum in language teaching and this is an important object of assessment as well because there are many factors that influence impression of how well someone can speak a language. To have an appropriate purpose and different context, teachers and testers have tried to achieve all this through the range different procedure(Louma,2004:1).

Language acquisition speaking is a crucial part of language learning and teaching. However, todays' world requires that the goal of teaching speaking should improve the students communicative skill because students can express themselves and learn how to use a language.Lawtie(2004:5) believes that if the goal of English course is truly an able the students to communicate in English, then speaking should be taught an practiced in the classroom and the communication game is one of technique which students can apply in developing their skill in speaking as well as teaching student to create an exciting situation while they are studying.

Nowdays, many teachers agree that the students should learn speaking of English as second habit. For this case, students should master several speaking components such as : comprehension, pronounciation, grammar and vocabulary in order to create them easier communicate with others. They should be more creative and developing their English in teaching learning process to create good atmosphere, improving the English speaking skill, giving attention to the speaking components, and making classroom speaking activities more exciting.

According to the teacher and some students at SMP N 6 Tabanan, in eighth grade class, the students still had problem in speaking. The students felt the English speaking was very difficult to learn and their teacher just concern on the theory not on the practice. When they tried to speak and answer the oral question, the students were confused. The standard passing grade was 70, and it means the students should reach that standard grade for their English lesson but almost 85 % of the students were still under the standard passing grade for their English lesson, and the students were sometimes bored with their English teacher. There was no laboratory for learning language, only for computer and science lab, there was also no English club. It could not improve the skill in mastery the four skills of English language especially speaking.

For this reason, the English teacher should apply appropriate method or technique of teaching speaking. The method used by the teacher is communicative approach. In communicative approach, language is applied in real context which is found in communication. Thus, learning a language means learning to perform communicative speech acts with it, Brickerton(2001:1). Through speaking, people can express their minds, ideas and thought freely and spontaneously. Most people master the art of speaking is the single most important aspect of learning a second foreign language, and success is measured in term of the ability to carry out the conversation in a language.

In accordance with the above facts and the importance of the English speaking researcher is highly motivated to find out the importance of communication game in improving students' speaking skill. Thus, in the present study the researcher is highly interested in undertaking the research with deal with improving speaking skill through communication game to the eighth grade students of SMP N 6 Tabanan in academic year 2022/2023.

2. Research Method

In accordance with the objective of the research, the aim of the study was to improve the students' speaking ability through communication game to the eighth of SMP N 6 Tabanan. This research was categorized as action research. This study focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' speaking ability.

Action research was undertaken in a school setting. It was a reflective process that allows for inquiry and discussion as components of the research. Often, action research was a collaborative activity among colleagues searching for solution to everyday, real problems experienced in schools, or

looking for ways to improve the instruction and increase students achievement. Rather with the theoretical, action research allows practitioner to address those concerns that were closet to the students, ones over which the students were exhibit some influence and make change.

1. Observation

According to Sugiyono (2018: 229) observation is a data collection technique that has specific characteristics when compared to other techniques. Observation is also not limited to people, but also other natural objects. Observation is collecting data technique that the observer erveything that is happing. Observation is the viewed tool cannot be divided from the acting in each cycle. In the research, the research was obsevered something that related to activites of teacher that oppropriate 30 with the problem. By observing, the reasearch could observer the subject that would be reseacher without other mediator.

2. Test

In this study, the researcher used the pre-test and post-test. Pre-test was conducted to find out the initial problem faced by the students and measure the existing speaking ability and knowledge of linguistic. Post-test was conducted to measure whether any change was significantly made after the treatment. The test consisted of one post-test in the end of each cycle. Post-test was used to examine the effectiveness or the result of the action both in cycle I and cycle II. The researcher used oral test in the form of debate. There were five elements of speaking that were used to asses the students' speaking ability, such as pronunciation, grammar, fluency and vocabulary, and comprehension. The five elements were used a scoring rubric. The assessment could be done quickly and easily by using the scoring rubric.

3. Questionnaire

A questionare is a systematic compilation that consist if a sense of a question or statements to which individuals are asked to respond the questions, frequently asked for fact or the opinions, attitudes or preferences of the respondents (Singh, Y.K.,(2006:191:192). The use of questionnaire in this undertaken study purposed to gather the data of the attitude on English subject of the eighth grade students of SMP N 6 Tabanan. The response for the statements presented on the questionnaires were formatted by making use of Language Attitude Scale(LAS) in the form of Likert's scale of 1-4 which consist of 1=disagree; 2 = neither agree nor disagree; 3= agree ; 4 = strongly agree. It was prepare to find out the students' problem in participating speaking abilities. The items consisted of students' opinion bout their feeling, speaking skill and communication game. To avoid the confusion, the questionnaire was written in Indonesian and the data were taken on the cycle II after post test 2.

Data analysis were conducted by taking the average of score of the pre- test and post-test and comparing between pre-test and post-test. Then the result was matched by the minimum standard in this semester at least 70. If from cycle 1 there are some student not successful, it conducted to cycle II. The data analysis in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. According to Donald Ary(2010:108-109), the formula from the average score of pre-test and post-test were formulated as follow :

$$X = \frac{\sum x}{N}$$

Notes :

X = Mean

Σ = Sum of

X = Raw score

N = Number Cases

Σx = The Total Number Of Student Score

(Donald Ary, 2010:108-109)

To gain total score and advanced the student progress from the applied treatments, the researcher compared the average of pre-test and post-test. The researcher also used the data resulted from the questionnaire to be analized qualitatively as the following formula:

$$X = \frac{R}{N} \times 100\%$$

N

Explanation:

N : score percentage

R : Score of total items chosen

N : Total of all items chosen

(Donald Ary,2010:108-109)

The researcher obtained score from the two cycle conducted in the research. Meant of score from first cycle could be compared with meant of second cycle. It was to find out the progress of students in this research. To measure the speaking skill of the each student, the teacher managed test in the form of communication game in pairs. The research recorded the students performance and analyzed it by using the oral proficiency scoring rubric which were showed in the table below.

Table 3.1 Rubric Scoring

Aspect of assessment	Score	Description
Vocabulary	1	Weak language control: vocabulary that is used does not match the task
	2	Weak language control: basic vocabulary choice with some word clearly lacking.
	3	Adequate language control: vocabulary range is lacking.
	4	Good language control: good range of relatively well-chosen vocabulary.
	5	Excellent control language features: a wide range of well-chosen vocabulary.
Grammar	1	Frequent grammatical errors even in simple structure: meaning is obscured.
	2	Frequent grammatical errors even in simple structures that at ti me obscure meaning.
	3	Frequent grammatical errors that do not obscure meaning: little variety in structures.
	4	Some errors in grammatical structures possibly caused by attempt to include a variety.
	5	Accuracy and variety of grammatical structures.
Fluency	1	Speech is low, hesistant and strained except for short memorized phrases: difficult to perceive continuity in speech; inaudible.
	2	Speech is frequently hesistant with some sentences left uncompleted: volum very soft.
	3	Speech is relatively smooth: some hesitation and unevenness caused by rephrasing and searching for words; volume waver.
	4	Speech and fluid speech: few hesitation;a slight search for word; in audible word or two.
	5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
Pronunciation	1	Pronunciation is lacking and hard to understand: no effort towards a native accent.
	2	Pronunciation is okay: No efforts towards a native accent.
	3	Pronunciation is good: Some effort at accent, but is definitely non-native.
	4	Pronunciation is good: good effort at accent.
	5	Pronunciation is excellents: good effort at accent.

Note: maximum sore = 25

(Cited from Harris, 1969: 18)

Score = $\frac{\text{the result of score}}{\text{Maximum score}} \times 100$

Maximum score

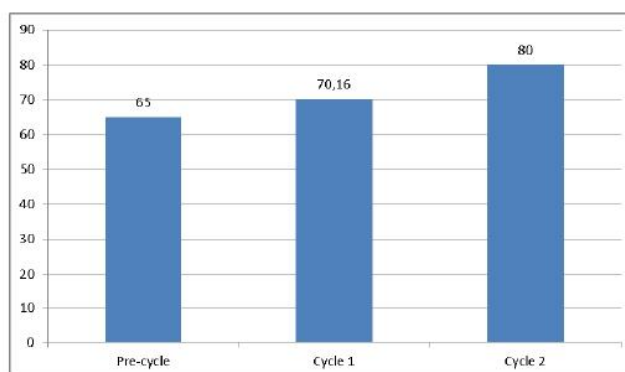
The main score the indicated the percentage of subjects' pre existing ability in speaking ability. Score showed the achievement both in cycle I and cycle II and questionnaire indicated the students' changing result. The amount of different score between two means showed increasing of communication from each lesson in both cycles.

3. Research Finding

Research findings presented the result of the pre-test, post-test and the percentage of the progress and improvement of the students using the communication games and the result of questionnaire. Starting from the pre-cycle to cycle 1 and cycle 2 which is each cycle consists of planning, action, observation and reflection. Pre-test was conducted on march 29th 2023, cycle 1 was on april 6th 2023, cycle 2 was on april 17th 2023. The using of communication game technique had

a good impact on improving speaking ability, developing ideas and attracting students' enthusiasm. This was evidenced by the percentage increase from beginning of the cycle to the end of the of the cycle that has been carried out. In the pre-cycle the results obtained were very low, there were 77% of students failed and only 23% passed and the total average score was only 65. In cycle 1, students' learning outcomes began to increase but did not meet the graduation standard, in this cycle 70% of students obtained the minimum score and 30% of them still failed with a total average score of 70.16. In cycle 2, there was a rapid increase in students' learning outcomes, the researcher found 100% succeed and the average total score was 80. This proves that communication game strategy can improve students' learning outcomes in speaking. The result of students' improvement can be seen in the diagram below.

Graph 4.2 The Mean Score of Each Cycle on Research



Based on the diagram above, it is proven that the communication game strategy is successful in improving students' speaking ability. Communication game can be applied for learning, especially in speaking. The researcher recommends for other researcher when findings problem in the development of ideas students' speaking ability, the researcher recommends using the communication game strategy. The communication game strategy was proven to improve the development of students' ideas and speaking ability. Beside that, the result of questionnaire showed that 3(10%) students strongly agreed, 15(50%) students agreed, 10(33%) students neither agreed nor disagreed and 2(7%) students disagreed that speaking ability could be increased by communication game. Those score was approved that many students agreed and the subjects learning behaviors changed positively, those were students' attitude and motivation heightened appreciably. It showed that improving speaking skill by using communication game could make creative participation and interesting for increasing speaking. Beside that, it indicated the success of the using communication game technique in learning process.

Communication game can be used in many grade levels in all areas of curriculum. This games provides for students to practice their English communication ability. Students were more likely to succeed in following it because of circumstances under low and moderate pressure. Although there were obstacles in implemented it, students' sometimes less attention when the teacher and the researcher instruction communication game. After conducting the research, the conclusion is the implementation of the improving students speaking ability through communication game to the eighth grade students of SMP N 6 Tabanan shows the enhancement score from pre-test to the post-test. In the pre-test the mean is 65; the mean of the post-test of cycle I is 70.16; and in post-test cycle II the mean is 80. It means that the students speaking ability before the use of communication game were low because the score of the students(pre-test) is lower than the standardized score(70). Many students speak English less fluently, or just silent when the teacher tell to speak before using communication game technique. After using communication game the students who speak English less fluently at first become more fluently. The students become more confidence to speak English in front of the class, and explore the idea.

4. Conclusion

In the findings of the present study, researcher would like to suggest the following practical things :

a. The Teacher

The English teacher of the eighth students of SMP N 6 Tabanan are suggested to be more active, creative and innovative in making, experimenting and conducting to use of communication game and other technique teaching speaking skills to make the teaching learning process in the class more interesting and enjoyable with English by using by the communication game .

b. The Students

The students are suggested to improve their speaking skill. In addition the students should be more active in class and learning English frequently. The students do not have to be afraid of making mistake in speaking English, because by do mistake, the students could find the correct one. The students speaking skill will be taught while the students have the same chance to practice their speaking.

c. SMP N 6 Tabanan

Institution suggested to include action research as one of the school program in the future. The study had already showed the results of action research because it has be able to improve the teaching skill and qualification of the teachers. Beside that, the teacher should use some technique in teaching. Therefore, it can motivate the students in learning process as the communication game technique who can motivated students' in learning English.

d. The other Researchers

The researchers are suggested to carry out the further study on the use of communication game in improving speaking skill because it is already proven the present study that the technique is successful in increasing the students' speaking skill. In addition, it also improves the students' motivation in learning.

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