USING GAMES TO ENHANCE SPEAKING PERFORMANCE OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 43 PALEMBANG

NOVIA RABBANI, MACHDALENA VIANTY, & ZURAIDA

Sriwijaya University

Palembang, **novia_scorpiogirl@rocketmail.com**

Abstract

This study investigated whether or not the use of games could enhance students' speaking performance. This study used Quasi-Experimental research method and applied the pretest-post -test one group design. The population of this study was the seventh grade students of SMP Negeri 43 Palembang in the academic year 2013/2014 and the sample consisted of 33 students who were chosen by using convenience sampling method. The data were collected by means of speaking test which was administered as a pretest and a post-test. The result of the test was checked by two raters and then analyzed by using t-test analysis. The result of paired sample t-test showed that there was a significant difference in the speaking performance before and after the students were taught by using games. In conclusion, Games could enhance the seventh grade students speaking performance of SMP Negeri 43 Palembang.

1. Introduction

English as one of the subjects taught at junior high school in Indonesia is a compulsory subject. In the Curriculum 2006, the teaching of English covers four language skills such as Listening, Speaking, Reading, and Writing. Speaking, as one of the language skills mainly takes place in the classroom. This is related to the role of English as a foreign language in Indonesia. This means that English is not used as a means of communication outside the classroom. Therefore, it is arguable to say that it is a challenging task for the English teachers to get their students use English in the classroom during the English lesson.

As previously described, the opportunity to practice English Speaking for Indonesian students is mainly in the classroom. However, to ask students to practice their speaking in the classroom is a challenging task for an English teacher. According to Zen (as cited in Riasati, 2012), there are several factors that influence students willingness to speak, such as familiarity with environment, lack of confidence, discomfort and fear of making mistake.

Based on the writer's teaching experience during her teaching practice at one of senior high schools in Palembang, the students had low motivation to speak English in class because of the monotonous activities. Lacks of vocabulary also was the factor that made the students were not confident to speak English during English lesson.

Similarly, the problem concerning English speaking also occurs at SMP Negeri 43 Palembang. Based on the personal communication between the writer and one of the English teachers of SMP Negeri 43 Palembang (Personal Communication, 08th February 2014), the writer found out that it was quite hard for the English teacher to build an active speaking class. The teacher also mentioned that the students did not have courage to speak English in class for a number of reasons such as afraid of making mistake, felt nervous and lack of confidence. In line with the teacher's statement, having no confidence and less motivation were also stated by some of the students who were interviewed by the writer as the reason why they found Speaking English was terrifying.

Considering the role of speaking as one of the English language skills that Indonesian junior high school students have to learn, the writer believes that an effort should be done to help students improve their speaking performance. Using Games is one of the ways to enhance students speaking performance. According to Huyen and Nga (2003), games can make students relax and get fun, help them learn and add new words more easily and games can also interest the students and keep them involving in a competition. In addition, games can be applied to help students learn better because the way they received the information is through an enjoyable learning process. Deesri (2002) explains that games can help lower students' anxiety, make

them comfortable and make them want learn more. In addition, Deesri (2002) explains that since students know how to play games, they may feel relax and it will make them feel free to communicate without worrying to make mistake. As a result, students who do not feel worry can avoid having the stress and it can give impact to their speaking performance.

In relation to speaking skills, games have a contribution to motivate students to speak up in the classroom. As Yulianto (2012) says, game is one of the techniques that can be applied in teaching speaking because games in one of the potential activities that gives students the opportunity to express their opinion orally and to interact not only with their friends but also with the teacher.

2. Theoritical Background

The Definition Speaking Performance

There some factors that influence students hard to express their thought, emotion or opinion, either from intrinsic or extrinsic. Speaking is one way to communicate or express the feeling, emotion or opinion. Speaking also productive aural/oral skill or consist producing systematic verbal utterances to convey meaning (Bailey, 2003). There are many experts explain about definition of speaking. Speaking is a productive language skill. It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. As Bailey (2003), states speaking is a mental concept that processed by someone in such a way to form a meaning when uttered. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. In other words, speaking activity must be done on fun situation that make the students feel enjoyable to learn it. When the condition of the learning process class are good, enjoy, fun, full of spirits, etc. it will make the brains of the

students are processed, so that acquisition process of the students run effectively. Speaking Performance is performance whenever people speak, it is tend to monologue. According to Kim (2009), there are some types of speaking performance;

1. **Imitative**

   Imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. (e.g., learners practicing an intonation pattern a certain vowel sound.). Drills offer students an opportunity to listen and to orally repeat certain strings of languages that may pose some linguistic difficulty.

2. **Intensive**

   Intensive speaking goes one steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. **Responsive**

   A good deal of students speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments.

4. **Transactional (Dialogue)**

   Transactional language, carried out for the purpose of conveying or exchanging specific information, is and extended form of responsive language.

5. Interpersonal (Dialogue)

It carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (Monologue)

Students at intermediate to advanced levels are called on to five extended monologues in the form of oral reports, summaries, or perhaps short speeches, Here the register is more formal and deliberative. These monologues can be planned or impromptu.

The English speaking that students learn at SMP Negeri 43 Palembang is explained by the syllabus based on curriculum in 2006. The level of speaking that students should be mastered was described in Basic competence in the second semester. As shown in Table 2.1:

Table 2.1

Speaking Basic Competence

9.1	The students are able to express the meaning in the form of transactional (to get things done) and interpersonal (social) conversation accurately, smoothly, and well by using various simple spoken English expressions in daily context covering: asking and giving service, asking and giving things and asking and

	giving fact.
9.2	The students are able to express the meaning in the form of transactional (to get things done) and interpersonal (social) conversation accurately, smoothly, and well by using various simple spoken English expressions in daily context covering: asking and giving opinion, expressing like and dislike, asking clarification and response individually.
10. 1	The students are able to express the meaning in the form of transactional (to get things done) and interpersonal (social) conversation accurately, smoothly, and well by using various simple spoken English expressions in daily context.
10.2	The students are able to express the meaning of simple monologue accurately, smoothly, and well by using various simple spoken English

	expression in daily context covering in the form of descriptive and procedure texts.

Based on the syllabus asks, students use all the types of speaking performance which was mentioned by Kim (2009). The types of speaking that was used by students are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue).

Definition of Games

Game is activity that has rules and aims its fun and amusing. According to www Merriam Webster com, states "Games activity engaged in for diversion or amusement". In addition Jill (cited in Deesri, 2001), mentioned that game is an activity with rules, a goal and element of fun. In Educational environment, Games usually use as learning media. Cailonas (cited in Garris, Ahlers & Driskell, 2000) also has argument that game is an activity that is voluntary and enjoyable. Moreover, Games activity that used in classroom which help students to learn better, sometimes called Educational Games.

Games are good media to help students learn better because games will make them study in fun and relax way, it is because games is activity not only amusing activity but also can enhance their ability in every skill. In line with this, Poulsen (2010) states, "playing a game is an activity that enhancing skill use to solve the obstacle and playing a game is also basically a learning experience". Games also teach students other things that they do not get from usually way learning activities. For example, playing games can motivate them to win the game, teach them to be optimistic, make them add some encouragement to show their opinion, to be confident, feel more relax tough they are studying. Smith (2008) in her article also agrees that games help

students to overcome their anxiety and enhance their skill, she said "Games can also help students master the skills useful throughout life, such as: teamwork, competition, strategy, problem solving, victory, and retention".

To conduct this research, the writer will choose the following classification of games provide by Wright, Betteridge & Buckby (as cited in Leon & Cely, 2010, p. 18) for the teaching material.

A. *Picture Games*: Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.

B. *Psychology Games*: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.

C. *Magic Tricks*: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.

D. *Sound Games*: Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.

E. *Card and Board Games*: These games can be adaptations of several well-known card games and board games like snakes and ladders.

F. *Word Games*: These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.

G. *True-false Games*: In these games someone makes a statement which is either true or false. The game is to decide which it is.

H. *Memory Games*: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.

I. *Caring and Sharing Games*: These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.

J. *Guessing and Speculating Games*: In

these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.

K. *Story Games*: These games provide a framework for learners to speak as well as write stories and share them with classmates

This research will apply three kinds of games Caring& Sharing, Guessing-Speculating & Story Games. This games based on the consideration of basic competence of syllabus which ruled by the Curicullum 2006 that used by the students of SMP Negeri 43 Palembang in studying

English lesson. These following table showed games which was used in this study:

Crazy Story	Sutrisno *(2012)*
Chain of Event	Sutrisno*(2012)*
Characters Trait Roulette	*www.ESL.com*
Cards Games	www.ESL.com
Drawing Who Is It	*Sutrisno (2012)*
Find your partner	Sutrisno(2012)

Hide and Speak	*www.ESL.com*
Role Play	www.ESL.com
Shopping Free	Sutrisno (2012.
This is How We Roll	*www.ESL.com*
W-H Question Games	*www.ESL.com*

3. Method

This study applied a Quasi Experimental research method. The design was pretest posttest one group design which involved only one group which called an experimental group. According to Krysik & Finn (2013), one group pre test posttest research design is a design which the dependent variable is a measured both before and after the independent variable is introduced and it is useful for measuring the change after the intervention.

Population and Sample

This study was conducted at SMP Negeri 43 Palembang. There were ten classes for seventh grades and there were four English teachers at SMP N 43 Palembang. However, only one English teacher who had her times to talk to the writer. As the English teacher suggested (Personal Communication, 8th February 2014), only class VII.9 (N=33) could be involved in this study because the students of this class had low performance in speaking. Therefore, class VII.9 became population and also the sample of this study.

4. Result and Discussion

The result of the pretest showed that the lowest score was 25, the highest score was 87.5, and the mean of the score was 48.86. Te result of posttest showed that the lowest score was 50, the highest score was 100, and the mean score was 74.24. based on the result of pre-test twelve students (37%) were in Failed category, eleven students (33%) in Poor categories, seven students (21%) were in Average categories, three students (9%) were in good categories and no student was in the excellent category. The result of posttest showed that four students (12%) in Poor category, seven students (21%) in the Average category, thirteen students (40%) in Good category, and nine students (27%) were in the Excellent category and none students was categorized into Failed category. The results of paired sample t-test are also showed that t-obtained was 12.704 while the t_{table} was 2.037 with p-value 0.000 because the $t_{obtained}$ was higher than t_{table} and it was significant. The null hypothesis $_1$ ($H0_1$) was rejected and research hypothesis $_1$ ($H1_1$) was confirmed. The mean difference between pretest and posttest was 25.38, with sig. (2-tailed) .000, showing that there was significant difference between pretest and posttest.

Next, after getting the results of the students' speaking test from two raters, the writer applied inter rater reliability test. According to Tunner (2014), Inter-rater reliability is a measure of the consistency of two (or more) raters. Next, the scores from two raters were analyzed quantitatively by using Pearson Product Moment Correlation. If there is a significant correlation between the test checked by the first rater and the second rater, it means the result of the students' speaking test is reliable. The result of the students' speaking test checked by two raters had a good reliability. The Pearson product moment correlation was 0.59 and it was positive.

One Sample Kolmogorov-Smirnov test was used to find the normality of the test. Data are expressed normally distributed if the significance is greater than 5% or 0.05. The result of statistical analysis showed that the sig. (2-tailed) for the pretest was .295 and .119 for the posttest it means the data were normally distributed.

Interpretations

The result statistical analysis showed that after receiving the treatment, the students' speaking performance was better than before they get the treatment. The improvement of the students speaking performance was proved by the result of the statistical analysis. The result showed that there was a significant increase in speaking performance after they were taught using games technique. The mean difference between pretest and posttest in the experimental group was 25.37879. From the result, it can be seen that students' score increase. The result of paired sample t- test in experimental group showed that the t_{count} was 12.704 at the significance level of $p<0.05$ for two- tailed test and (df) 32. Since the t_{count} was greater than t- table, the null Hypothesis$_1$ (H0$_1$) was rejected and research hypothesis$_1$ (H1$_1$) was accepted. In other words it can be stated that there was a significant increase in speaking performance before and after the students were taught by using Games technique.

The finding of this study was in line with the finding of study that conducted by Ulviana (2009) who found that games could stimulate students to speak English with joyful way if students stimulated to speak English they would unconsciously speak in English when learned English language. Games made the students were not under pressure when learning English and it also made them learn English in a fun way. It is true that they were motivated to join the learning activities because they wanted to win the games. A research done by Birova (2013) showed that games can motivate students to learn English because games made the learning activities fun and interesting to them. Moreover, games also increased the students confidence while they practiced to speak English and also Ramirez and Restopo (2012) in their research found that games can increase students self esteem and confidence of the students.

5. Conclusion and Remark

The conclusions are drawn based on the data analysis and the interpretation. First, there was a significant increase in speaking performance between the seventh graders of SMP Negeri 43 Palembang before and after taught through by using games. Second, the students who were taught using Games got higher score in posttest. It shows that the use of Games can serve as an alternative technique in teaching speaking.

The following suggestions are addressed to the English teachers and the students. First, games can be applied by teacher of English as one of the techniques in teaching speaking. It can enhance students' speaking performance. For the teachers of English who want to use games in their classroom, they should consider the time allocation in applying. In addition, the teachers should be patient in explaining and applying Games in the classroom since the situation and condition of classroom and students sometimes are unpredictable. Students also need a lot of time or opportunity in practicing English speaking. The time allocation and member of students also give important roles. The teachers should also make sure that every student gets the opportunity to practice English speaking.

Second, EFL (English as a Foreign Language) students should be more active in the teaching and learning process. The students can play Games in their learning English because games help them to be confidence and motivated to speak English and at same time enhance their English speaking performance.

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