IMPROVING THE EIGHT GRADE STUDENTS' SPEAKING ACHIEVEMENTAT SMP N 26 PALEMBANG BY USING GAMES

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ABSTRACT: The aims of this research were 1) to describe what extent games improve speaking achievement; 2) to identify the situation when games are implemented in the speaking class. The subject of the study was the students of class 8.5 of State of Junior High School 26 Palembang. The research was carried out in two cycles, they were identifying the problem, planning the action, implementing the action, observing the action, reflecting the action and revising the plan. Data were collected through survey, observation and interview. The researcher analyzed qualitative data through constant comparative method. The quantitative data were analyzed by using descriptive statistic, and collected by conducting pre-test and post-test, are analyzed to know the improvement of students' speaking achievement. The mean score of pre-test is 4.08. This score improved to 5.31 in post-test 1 and even higher in post-test 2 that is 6.05. From the qualitative data, the research finding shows that students' speaking achievement improved in the term of ability in: 1) answering the teacher's questions orally, 2) identifying the words and grammar used in the expression, 3) making sentences using appropriate grammar and vocabulary, and 4) expressing their idea.

Keywords: *speaking achievement games, classroom action research.*

PENINGKATKAN KEMAMPUAN BERBICARA SMP N 26 PALEMBANG DENGAN MENGGUNAKAN GAMES

ABSTRAK: Tujuan dari penelitian ini adalah: 1) untuk menggambarkan apakah dan sampai sejauh mana permainan meningkatkan kemahiran berbicara; 2) untuk mengidentifikasi situasi ketika permainan dilaksanakan di kelas berbicara. Subjek penelitian adalah siswa kelas 8.5 SMP Negeri 26 Palembang. Penelitian dilakukan dalam dua siklus, yaitu: mengidentifikasi masalah, Perencanaan Aksi, menerapkan tindakan, mengamati tindakan, dan merevisi rencana. Data yang dikumpulkan melalui survei, pengamatan dan wawancara. Para peneliti menganalisis data kualitatif dan kuantitatif data. Data kualitatif dianalisis dengan menggunakan metode komparatif konstan. Data kuantitatif dianalisis dengan menggunakan statistik deskriptif. Data kuantitatif, yang dikumpulkan melalui pra-tes dan post-tes, dianalisis untuk mengetahui peningkatan kemampuan berbicara siswa. Nilai rata-rata pra-tes adalah 4,08. Skor ini diperbaiki untuk 5.31 dalam 1 pasca tes dan lebih tinggi dalam posting uji 2 yang 6.05. Dari data kualitatif, peneliti menemukan bahwa pelaksanaan permainan meningkatkan siswa berbicara kemahiran dan situasi kelas. Temuan penelitian menunjukkan bahwa kemampuan berbahasa siswa yang meningkat dalam jangka kemampuan: 1) guru menjawab pertanyaan secara lisan 2) mengidentifikasi kata-kata dan tata bahasa yang digunakan dalam ekspresi 3) membuat kalimat-kalimat menggunakan sesuai tata bahasa dan kosakata 4) mengekspresikan ide mereka.

Kata Kunci: *kemahiran berbicara, permainan, penelitian tindakan kelas.*

INTRODUCTION

Communication is the basic foundation of human's civilization. In communication, language is an inseparable part of it. It is the bridge for people to share what they have in minds. They ask questions, share thoughts, ideas and feeling, and also speak their minds through language. People usually speak or share their opinion with one another by using it. Students learning language is considered to be successful if they can communicate effectively in their second or foreign language.

Harmer (2004) says that speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge in the speaking activities, the teacher must give them opportunity to practice for purposeful communication in meaningful situation. It means that learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. Thus, the teacher must give the learners practice to actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors.

Based on the curriculum in teaching speaking of state of Junior High School 26 Palembang, the students are expected to express the meaning in a transaction and monologue spoken text especially in the form of descriptive, recount, and narrative to interact with surrounding, and do the transaction activities for example, inviting someone, accepting and declining an offer, asking for and giving opinion, praising and congratulating. In reality, the students were not able to express their idea fluently.

Related with the goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the fact which happens in the classroom. The fact can be shown through the observation and the interview. In reality, the ability of students did not meet the standard of curriculum. From the observation done by the researcher, lacks of students' speaking achievement were their vocabulary, grammar, and pronunciation which make them unable to express their ideas during the speaking class.

Based on the competence of the students' speaking achievement, there were some indicators which show that they did not speak accurately. First, in language teaching class, they rarely answered the question given by the teacher orally. Second, they also spoke with a lot of pauses. Third, they got difficulties to find the appropriate words to create sentence or expression. Fourth, dealing with the vocabulary mastery, for instance, when the teacher asks the meaning such as *seldom, never*, several of students could not answer the teacher's question. Fifth, in grammatical item when the teacher explained recount text, he asked the past form of the words, such as *bring*, and *think*, the students did not understand the meaning of them. Another difficulty is found in speaking material.

During the teaching learning process, the students were not enthusiastic and interested in joining teaching activities. Only a few students had great willingness to speak up voluntarily. They did not enjoy the lesson. When all the students spoke together, it got too noisy and they just ended up chatting by using their own language.

Sometimes they just cheat other students' answer and copy it. If there was a dialogue, the teacher asked them to complete it and read it in front of the class. This technique could not enhance their speaking achievement. Based on the fact, the classroom teacher and the writer would like to improve their achievement in speaking by conducting an action research by using games. According to Hadfield (2009), games are an activity with rules, a goal and an element of fun.

There were several reasons why they could improve the students' speaking achievement. First, they help the teacher to create context in which the language is useful and meaningful (Wright, 2007). The learners would like to take part and in order to do, so they must understand what others say or write, and they must speak or write in order to express their own point of view or give information. Second, enjoyment of games is not restricted by age. It is generally accepted that young learners and adult are very willing to play games.

According to Chen (2005), games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. The advantages of games in the classroom

make students have great willingness to practice speaking skill. Sanborn, Robert, and Paul stated that games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in language skills –They create a meaningful context for the language use (2000, p. 35).

Games encourage the students to active in the classroom, entertain them, teach the language naturally, and promote fluency. They should be used because they help students see the nature in a foreign language and not just problems of the foreign language itself. Many advantages of games can overcome the speaking problems. The competition of games gives students a natural opportunity to work together and communicate effectively using English to each other. Furthermore, by integrating playing and learning, they practice linguistic knowledge in a meaningful context.

Based on the above, the writer would like to find out what extent games improve
the students' speaking achievement, and how the situation when games are implemented in the speaking class.

The Concept of Speaking Skills

Speaking is a kind of bridge for learners between classroom and the world outside (Hadfield, 2009, p. 7). It is vehicle par excellence of social solidarity, of social ranking, of professional advancement and business.

According to Syakur (2009, p. 5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency. Speaking is an act that is done naturally by people in their life. Sometimes they share their problem to someone they believe in. They have a freedom to express what they want to say.

According to Charles (2002), the grade speaking achievement is divided into four levels. Four main levels of speaking achievement namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. It is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those

accustomed to interacting with nonnative speaker.

2. Intermediate. It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task.

3. Advanced. It is characterized by the ability to converse fluently and in a clearly participatory fashion. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to nonnative speaker.

4. Superior. It is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

Speaking is the skill by which they are most frequently judged, and trough which they make or lose friends. By giving learner's speaking practice and oral exam the writer recognize that there is a difference between knowledge about language and skill in using it. Speaking has many different aspects (Gower, Philips, and Walters, 2005, p. 99).

1. **Accuracy:** It involves the correct of vocabulary, grammar, and pronunciation. It can say that accuracy is the ability to produce sentence using correct grammar and vocabulary.

2. **Fluency:** It can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes.

Brown (2007, p. 254) defines distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally.

According to Ur (2009, p. 121-122), there are some solutions which can be selected to overcome the problems in speaking activity as follows:

a. Use group work. This increases the amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class.

b. Base the activity on easy language. In general, the level of the language

needed for a discussion should be lower than used in intensive language learning activities in the same class. It is a good idea to teach or review essential vocabulary before the activity starts.

c. Make a careful choice of topic and task to stimulate interest. The clearly purpose of the discussion is the more motivated participants will be. A good topic is one which students can relate using ideas from their own experiences and their knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented.

d. Give some instruction or training in discussion skills if the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

e. Keep students speaking the target language.

The Kinds of Games

According to Klaueur (2008), there are four types of games.

1. A cooperative game.
   In this type of game, the main action is centered in trying to reach the aim in cooperation.

2. Competitive games
   As the name indicates, in this type of game there is an overt competition between teams or other individuals.

3. Communication Games
   The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages.

4. Code-control Games
   This type of game requires that students produce correct language that are structures, spelling, pronunciation, etc.

METHODOLOGY

The method used in this research is action research. There are various definitions of action research stated by some experts. Kemmis cited in Hopkins (2003, p. 44) defined that action research is a form of self-reflective inquiry undertaken by participators in a social situation and education in order to

improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situation in which practices are carried out.

In addition, Mills (2000) stated that action research is any systematic inquiry conducted by teacher, researchers, principals, school counselors, or other stakeholders in teaching-learning environment to gather information about the ways how their particular schools operate, how they teach, and how well their students learn. Moreover, Nunan (2007, p. 18) argues that action research has distinctive feature that is those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, for evaluating the results of strategies tried out in practice.

Furthermore, Burns (2009, p. 30) mentioned the characteristics of action research as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

It is concluded that action research is any systematic inquiry which is directed towards greater understanding and improvement of practices where those practices are carried out.

The research is conducted in SMP N 26 Palembang. The school is located at H. Sanusi Lebong Siarang, Kecamatan Kemuning, Palembang, where it is on the outskirt of the town. The location of this school is far from the main street. It makes the situation of teaching and learning process run well because the situation is conducive and comfortable.

The subject of the research is the eighth grade students of State of Junior High School 26 Palembang, especially the students of class 8.5. It involves one class consisting of thirty seven students: eighteen female students and nineteen male students. The research is conducted through teaching and learning in the classroom. The researcher took this class as the subject of the class because the

pre-observation reveals that the students in this class have had a great enthusiast in English, especially encounter new things, for example when they know that they will be taught by the researcher in speaking class. Most of them seem eager to study. Most of their parents have had a middle economic level, so their study is fully financially supported by their family.

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart (2008) in Burns (2009, p. 32) who state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process that are: 1. planning, 2. action, 3. observation, 4. reflection. The spiral model can be illustrated as follows:
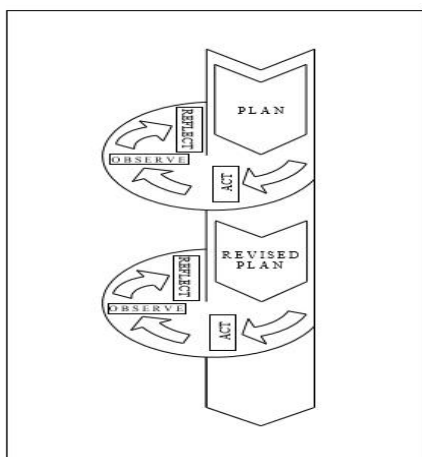

Figure 1. The Model of Action Research
        of Kemmis and Mc Taggart

According to Burns (2009, p. 8), although there are many criticisms against the model of process in action research designed by Kemmis and McTaggart but this is also considered as probably the best known model. It appears in many writing pertinent to action research and despite all those saying, this is deemed to be a very useful model since it is able to summarize important phases of the action research process. Based on those facts, the researcher decided to use this as the model of the process in action research.

In analyzing the qualitative data, the researcher analyzed the result of observation done during the TL process by using the constant comparative method as suggested by Glasser and Starus. The quantitative data are analyzed by using descriptive statistic. It is used to analyze data from the result of the teaching learning process. It is done to compare the students' speaking skill before and after the action or the result of pre-test and post-test. The mean of the pre-test and the post-test can be calculated with the formulas as follows:

$$x = \frac{\sum x}{N} \qquad y = \frac{\sum y}{N}$$

in which:

x = means of pre-test scores

y = means of post-test scores

N = the number of sample

(Sumanto, 2005, p. 210)

FINDING AND DISCUSSION

The research findings include the improvement of students' speaking achievement and the improvement of the classroom atmosphere in TL process and the findings of the teacher's behavior, and the writer obtained some findings revealed the research problems.

By analyzing the two cycles, the researcher decided to end up the cycle, since cycle 2 showed a better improvement on the students' speaking achievement and the atmosphere of the classroom.

After analyzing the data such as field notes, audio recording of speaking, research observational report, lesson plans, the score of the students pre-test and post-test, research diary, the researcher obtained some findings that implementation of games is able to improve the students' speaking achievement and the classroom speaking atmosphere.

The first finding is that games give students chances to explore their knowledge or vocabulary related to the topic. Byrne (2007, p. 102) stated games can be used to improve the learner's command of particular items of language sound, vocabulary, spelling and grammatical function. Games also involves variety of structures, here the context of games encourages a wider use of language, but still with the overall aim of promoting accurate command of the being used. Related to guessing games used by the researcher, one of the key mechanisms used was getting them to try to find something out by guessing. It developed their ability related to vocabulary mastery. The students should find appropriate words to describe the things, in line with that goal; their ability could be improved. The implementation of group work in games helps them to share their knowledge with his/her friends in limited time.

The second finding, the students show a good response towards games. It can be seen from their participation. The teaching learning process showed that their participation improved. The improvement could be seen in their behavior. All the students were ready in the class when the teacher entered,
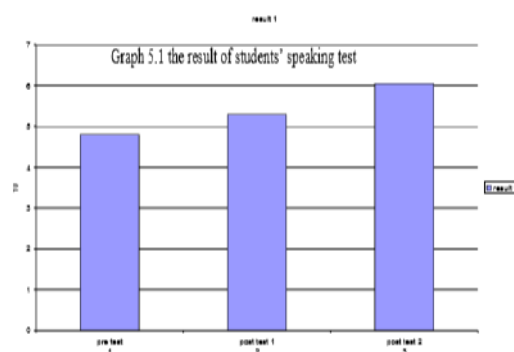
students actively answer teacher's questions, and they were not ashamed to ask questions when found difficulties related to the topic.

The third finding is the improvement in using oral English. Harmer (2004, p. 7) states that speaking is an act to express idea, feelings, and thought orally. When the teacher implemented story games by showing pictures on the whiteboard, they looked enthusiastic to make sentences based on the pictures. Most of them raised their hands to express their ideas orally and wrote them on the board, although some of them still had incorrect grammar and mispronounced some words. On the other hand, their courage to express the ideas increased.

The fourth finding in the improvement of the students' speaking Achievement was shown in the result of the pre-test (4.08), post-test 1 (5.32) and post-test 2 (6. 05). The pre-test result showed that in the grade of accuracy and fluency, most of the students got the score 1 and 2 with the criteria; little or no language produced little or no communication, poor vocabulary, mistake in basic grammar, and sometimes difficult to understand. The other problems were incorrect grammar,

mispronunciation of the words and low vocabularies.

After the lesson plans were conducted the result of post-test 1 showed the development of the students' ability in using grammar and oral English. Most of them could answer the question from the tester although some of them still had incorrect grammar and mispronunciation in words. In line with post-test 1 and post-test 2 showed a good improvement of the students' speaking Achievement. The score of post–test increased in the level of 2 until 4 with the criteria; adequate but not rich vocabulary, occasional grammar slips, get idea across, hesitantly and briefly, good range of vocabulary, and effective communication in short turns their ability in arranging the words using correct grammar increased. The result of students' speaking Achievement was illustrated in Graph 5.1.

Graph 5.1 the result of students' speaking test

The fifth finding is the improvement of the classrooms situation

when games are implemented. As communicative acts, games were able to create enjoyable classroom situation. During the implementation of games, the students were more relaxed in learning.

Moreover, the score of test from pre-test, post test 1 and post test 2 was also increased. This findings showed that games was able to improve the students' speaking Achievement. Besides, games also can be used to teach language learning skills. Based on the findings above, it can be concluded the proposed is accepted; games can improve the students' speaking Achievement of the eighth grade state of Junior High School 26 Palembang.

CONCLUSION

The writer implemented the classroom action research by using games. The writer conducted pre-research before going to the real research in order to identify the students' learning activity during TL process and teacher technique in teaching speaking.

The findings of the research were in line with the research questions as the focus of the research to find out whether the implementation of games can improve students' speaking achievement especially in accuracy and fluency or not

and knowing the atmosphere of the classroom during the implementation of games.

The improvement of the students speaking achievement is shown by the improvements of their mean score. The mean score of pre-test was 4.08. Most of the students got score 1 and 2 in accuracy and fluency because there was a little English produced. In fact, some of them did not produce the language. They also had little communication. After conducting the post-test 1, the students' mean score showed the improvement. Most of them got score 3 in accuracy and fluency which is indicated that they spoke a considerable amount of English although they made some mistakes in grammar and they talked their idea hesitantly. In the post-test 2, the students mean score was 6.05. They sometimes had occasion of grammar slips but good range of vocabulary. They also had effective communication in long turns and could use grammatically correct sentences. In addition, the improvement could also be found during the teaching - learning process, that is they could correct the mistakes they made by themselves

The process of teaching and learning became more communicative

and learning anxiety reduced. The students were not ashamed of asking question to the teacher and answering questions from the teacher. They also were active discussing the task with their classmates. In the guessing game, they looked more competitive.

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