



Teaching Speaking Through Question Game at SMP Dharma Karya Beringin

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ABSTRACT

Games have the potential to be one of the most useful methods of teaching speaking skills, but early observations made about the use of games in class indicate that the game being applied is not suitable for the class. One of the problems observed is that the games used require a lot of time to prepare and only allow a small number of students to talk. This study aims to improve the process of using games to teach speaking by conducting participatory classroom action research in one of the schools in SMP DHARMA KARYA BERINGIN. The research process follows the steps: Planning, Implementation, Observation, and Reflection. There are two sets of instruments to be used in this study, a list of observations researcher and teacher questionnaires. The students are given a pre-test and post-test to determine the increase in the skills of the students. The results showed that the game 'Question Game' fits the needs of the class and meets the criteria of ethical speaking game theories after being given several modifications. T-test results on student scores indicate that the improvement made is significant in each cycle. Every aspect of students' speaking skills also makes a significant improvement with t-ob> t crit.

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INTRODUCTION

Background of the Problem

It is known that English is an international language which has been received by countries all over the world. It functions as a means of communication in meeting, business or other activities among government over the world. Besides, English is used at education, new invention in field of modern technology, pharmaceutical, medical, etc. As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential. As an English teacher, the writer focuses his attention in teaching English as the language of the world. In Indonesia, English is learnt and taught to Junior High School, Senior High School even at university. English is a something important for the student to be taught at school based on situation and condition in the class. But there are some problems faced by the students. It is realized that most students get bad mark. So, it proves that English is really difficult for the students. There are four skills in learning English they are listening, speaking, reading, and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world.

That is 1 2 why speaking is important. But the students of SMP or the students who have graduated of it still get hard to be a good speaker. There are two problems existed in the school. First, the students feel ashamed and afraid of speaking English, so they never practice and use target language and they always use mother tongue in the classroom. Second, for the teachers, they do not use various methods in teaching such as visual aids. The teacher has to motivate the students to learn English in the class, and create the method of teaching. So, the students will feel relaxing freely in using English in the classroom.



The teacher must make effort to understand the material well. In learning English, The students are expected to get four skills. Among of them, speaking is the most difficult to master. Teaching speaking can be done through dialogues, picture, games, etc. The teacher should choose a suitable way such as: using games. If the teacher uses games, the students will have a lot of opportunity to practice pronunciation and communication or in other words. It means that the students will get knowledge or input from games. Games which are introduced to the students are Domino Instruction, What do I need? Sweet Reason, Dream sequences. The students of Smp Dhrma Karya Beringin when they study speaking, not all of them can participate. Most of the students can participate the teacher, and they understand what the teacher wants. And the other students only pay attention; they can't understand what the teacher wants. Many reasons such as they still be ashamed and they feel confuse. The cause is teacher doesn't give a lot of opportunity to the 3 students. Because of this, the teacher has a solution, she taught speaking by using games so, and the students will be fun when they followed speaking class. Based on the above statements, the writer will try to know how far the ability of eight year students of SMP DHARMA KARYA BERINGIN after being taught with speaking by using game. The writer, therefore, chooses the tittle dealing with the method used in the subject above is A Study on Teaching Speaking by Using Games to the Eleventh Year Students of SMA Negeri 1 Perbaungan.

The Significant of the Research

This research hoped to be able to give many benefits to both English teachers and students. The application of Game on teaching speaking to provide the English teacher to plan and conduct a better and interesting in teaching learning process.

METHOD

Research Design

In this study, qualitative design with case study will used to investigate the activities and the evaluation that Senior high school teacher faced in teaching speaking. According to Creswell (2012) qualitative approach involves participant's knowledge claims, narrative design, and open-ended interviewing which also examines the issues that participant faced by collecting stories from the problems by using narrative approach and the interview was used to consider how they experience the problems.

Data Sources

Data sources are the target research as the subject of the research, where the data can be obtain. According to Arikunto (2002) "there are three resources of the data namely person, place and paper". In this research, the researcher will uses person resources as primary. So, in this research, the data will be taken from direct interview with the teachers.

Research Sites and Access

The site for this study is at Senior High Shool 1 Perbaungan, Sumatera Utara Province, Indonesia. To get access to research site, the researcher will ask permission to the head master of the Senior High Shool 1 Perbaungan.

Data Collection

Data in this study will be collected through interview. The major data from this case study research will be collected through interview. Interview is essential to collect information for case study research (Yin, 2003). It means, interview is one of ways to get data from our participants. In this case, there is an interview which include personal interview.

Instrument

The instrument for interview here is interview protocol. The interview protocol are some questions which help the researcher to find out are the activities and evaluation in teaching speaking at Senior High School 1 Perbaungan.

Data Analysis

The first step of data analysis in qualitative is exploring data. Creswell (2012) states that qualitative consisted of exploring the data to obtain a general sense of the data, thinking about the organization of the data, and considering more data that needed. In this part, the researcher immersed his self, try to get a sense of the interview as all before it will divided into parts.

Action Research (PTK)

Classroom action research comes from English, namely Classroom Action Research, which means research by taking actions taken by the teacher in the classroom themselves through self-reflection, with the aim of improving their performance as a teacher, so that student learning outcomes to be increased. First time classroom action research introduced by Kurt Lewin in 1946, later developed by Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt and others. For more details, let's consider some of the following meanings of PTK: At first, action research became one of the research models carried out in certain fields of work in which researchers carry out their work, both in the field of education, health and human resource management. One of the main work examples in the field of education is teaching in the classroom, handling guidance and counseling, and managing school. Thus, the subject of research is the situation in the classroom, individual students or at school. Teachers or school principals can carry out their research activities without having to go elsewhere like conventional researchers in general. More broadly, action research is defined as research that is oriented towards implementation of actions with the aim of improving quality or solving problems in a group the subject under study and observe the level of success or the consequences of his actions, for later given follow-up action in the form of perfecting the action or adjustment to the conditions and situations in order to obtain better results. With the increasingly steady cognitive psychology that puts forward aspects of constructivism, teachers are no longer considered merely as recipients of descended from above, but the teacher is responsible and plays an active role in developing own knowledge and skills through classroom action research in the process managed learning. It was this background that gave birth to the concept of PTK (Basuki 2009:2).

FINDINGS AND DISCUSSION

Research Result

Interpretation

1. Calculating of DF (Degree of freedom)

$$\begin{aligned} \text{Degree of freedom (DF)} &= (N - 1) \\ &= 36 - 1 \\ &= 35 \end{aligned}$$

2. Approving the T-Table distribution

With degree of freedom is 35, the value of T-Table with the degree of significant 5% is 2,030.

3. Comparing T-Test with T-Table

T-Test = 11,34 therefore to is greater than T-Table with the level of the degree of significant 5%.

4. Conclusion

If arithmetic T-Test is greater than T-Table, the null hypothesis is rejected.

a. Ho (null hypothesis) = there is no significant influence between pre-test and post-test.

b. T-Table with N= 35 is 2,030, while arithmetic T-Test is 11,34.

c. T-Table < T-Test = 2,030 < 11,34.

It shows that H_0 is rejected. So, there is a significant influence between pre- test and post-test in cycle I with level significant 5% T-Table is 2,030. It means that the use of teachers' questions technique can help the students to improve their ability in speaking English.

The improvement is also can be calculated in percentage by calculating students' pre-test and post test score. The calculation can be shown below:

$$P = \frac{x}{y} \times 100\%$$

$$P = \frac{x}{y} \times 100\%$$

$$P = \frac{x}{y} \times 100\%$$

$$P = 3.53 \%$$

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

$$P = \frac{x}{y} \times 100\%$$

$$P = \frac{x}{y} \times 100\%$$

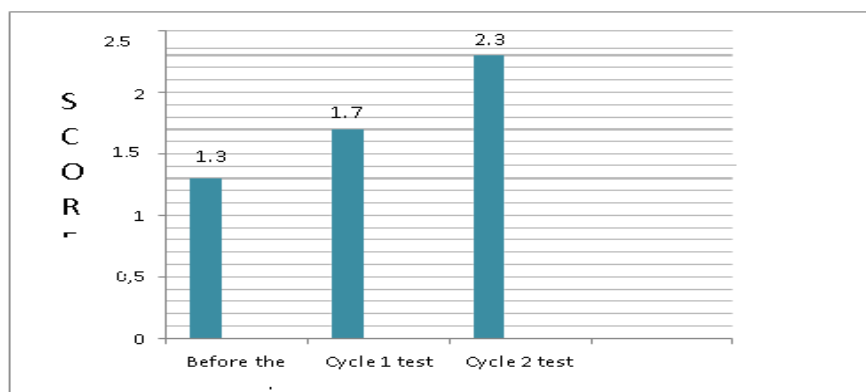
$$P = 55,55\%$$

Reflection

After analyzing the result of the first meeting, There were 55.55% students who passed the KKM (the minimum of passing criteria). The writer and observer concluded that in the first cycle the mean of post test was higher than pre test. In this meeting, most of students felt bored with a method that usually used by the English teacher in the classroom. The teacher had to be more creative to provide materials. It was an effort to make the students to be more interested and active to speak English with confidence. The result of post test showed that the students' speaking ability were good enough. The result of pre test was 65,94, meanwhile in post test was 70,77. It was very important for the reseacher to continue the next cycle, to imprve the students' speaking ability with the same technique namely "teachers' questions". In the second meeting, the writer hoped the students were more active to share their ideas to the class and speak confidently with friends.

General finding

Based on the reflection of Cycle 2, the researcher discusses about tests given to the students. The result of the students mean score before the research, in Cycle 1 and Cycle 2 are shown in the following chart.



The Students' Mean Score (Scale 5)

In reference to the chart above, the students ability in the speaking skill gained some improvement. From the result, there were some techniques that were quite successful. The following is the summary of the changes that happened before and after the implementation of the Mingling Games technique. Figure 2.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This action research was aimed to improve the speaking skills of the s students at Smp Dharma Karya Beringin . The steps of the actions were identification and selection of the field problems, collection of the data related to the English speaking learning process, planning, actions, observation and reflections. There are seven feasible problems to be solved. They were the students' low motivation to learn and to speak English, the students' shyness to speak English, the not- well-organized and not interesting tasks, the limited opportunity of the students to practice English orally, and the limited media use in teaching and learning process.

The conclusions of the actions are presented as follows.

1. There was an improvement on the students' motivation to learn and to speak English in classroom. They showed confidence and motivation to join the speaking learning process, and followed all the activity enthusiastically. The reluctant students were willing to get involved in the classroom activities.
2. Some quiet students became more active to speak English in the classroom. They were not afraid anymore to join the activity with their friends. Some students became more confident to practice speaking and to do the conversation task in front of the class.
3. The use of many resources BSE books made the tasks more varians and interesting. Some tasks from BSE books helped the students understood the lesson and happier during the speaking activity.
4. Practicing of Question Games technique, the English speaking learning process improved. It gave some opportunities for the students to develop their speaking in English. The students could also interaction with their friends using English.
5. Some students became more confident to speak if the dialogue was about their friends. They still also read their sheet or notes when the dialogue was done with friends.

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