

THE EFFECT OF ENGLISH GAMES TO IMPROVE SPEAKING SKILL AND MOTIVATION OF CLASS X SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Teaching speaking is very important for foreign learners. Through speaking skills, many things can be achieved. But in fact, there are still many students at the high school level who have difficulty speaking English. This makes them passive in the classroom and subsequently do not get a career advancement in the world of work. The purpose of this study was to test whether English games could improve speaking skills and student motivation in first grade at SMA N 1 Dolok Batu Nanggar and to determine the factors that influence the improvement of speaking skills and learning motivation.

This research is included in classroom action research. Data was collected through assessment, observation, and interviews. Assessment is used to assess speaking; Observation sheets were used to assess students' learning motivation, then interviews and field notes were used to obtain further information. The findings of this study have answered the research question, that the use of English games can improve students' speaking skills and learning motivation at SMA N 1 Dolok Batu Nanggar. This technique is very useful for improving students' speaking skills and learning motivation. This technique should be applied in SMA N 1 Dolok Batu Nanggar, and it is suggested to schools with poor speaking skills and low learning motivation to apply and develop this method to overcome these students' English learning problems.

Keywords: Speaking skills, English games, Teaching English through games.

INTRODUCTION

English is the only foreign language designated as an international language in communication and information media globally. In addition to the use and learning of the national language, several countries also make English a foreign language or second language to be studied and used in communication, including Indonesia. English learning in Indonesia has long been implemented at the junior high school, high school, college and even elementary school levels. This shows that English is very important to be mastered by students (Budiarti, 2013). In learning English there are four types of skills, namely listening, speaking, reading, writing and of the four skills speaking is the main skill in learning a second or foreign language (Kuning, 2019). Speaking is an ability to express the contents of thoughts and feelings in the form of statements, opinions, and facts using a voice that can be heard and understood by the listener. Richard (2008, p. 19) emphasizes that speaking skills in English should be focused on foreign language learners, because speaking is a basic skill to tell something or exchange ideas (Syafrizala & Rohmawati, 2017).

According to Widdowson (2006) speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonological system or the grammatical system of the language or both by using the speech organs. In term of use, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of In addition, to reach a high achievement of speaking ability, learner must practice more and more (Siregar, 2018).

However, speaking English is still not easy for students, especially in Indonesia. It is because Indonesia people are more accustomed or more dominant in using Indonesian as the first language. Some of the causes of student's difficulty in speaking English are: (1) Difficulty expressing ideas verbally (speaking); (2) Lack of vocabulary (vocabulary); (3) Low grammar skills, making it difficult to speak with the correct rules; (4) Low ability to pronounce words (pronunciation), making it difficult pronounce the words correctly; (5) Lack of courage and motivation of children to speak for fear of being wrong (Sari & Lestari, 2019). In addition, Dewi (2016) states that there are several factors that make it possible to make student speaking skills unsuccessful as follows: a) English is not used outside the classroom or in the community as a foreign language, b) Lack of exposure to English in the community and environment, c) learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English-speaking country to continue education or tourist visit (Parmawati & Inayah, 2019). If students are not trained and not accustomed, it makes students will not be confident in speaking English (Arisanty, 2020).

Difficulties and challenges in speaking in English were also experienced by class X students of SMA N 1 Dolok Batu Nanggar, the place where the researcher conducted the research. Although the majority of students have studied English since elementary school, students still cannot speak English. Based on the results of interviews with the English teacher of class X SMA N 1 Dolok Batu Nanggar, it is known that students are more silent when asked by the teacher. This is because their speaking ability is still low and they feel ashamed to speak English. This is caused by several things, namely: because they are afraid of pronouncing the wrong word, assuming that learning English is only to get good grades, low student interest and motivation, and learning methods and media that are less attractive. The researcher concluded that the students had the ability to speak English and had low motivation towards English. In this study, researchers used English games to practice speaking skills of class X students of SMA N 1 Dolok Batu Nanggar.

English games used in learning English are applied in a real and meaningful way through task completion. Students are players of the English games. Players are required to use the language actively and interact with other players. Games lead students to understand the instructions and become interested in the challenges in the game. Kim (1995) mentions that there are several benefits of playing English Games, namely: 1) motivating students, 2) directing students to strive in learning, 3) providing various language practices with various speaking, writing, listening, and reading skills, 4) encouraging students to interact and communicate, 5) create a meaningful use of language, 6) and can reduce students' anxiety levels (Nurbadri, 2017).

Researchers prepare English games that are adapted to student learning materials. In

addition to improving speaking skills, English games are also applied to increase student motivation. Learning is a conscious effort to change attitudes from not knowing to knowing. Realizing these changes, it requires motivation. Motivation is an encouragement from within students and students' readiness to learn. Motivation can determine the level of success of student learning objectives. Learning becomes effective when students have motivation in learning (Emda, 2017). So the teacher must be able to foster student learning motivation. Teachers must be creative and strive to motivate students to learn English. English games were chosen by researchers as a way to develop students' motivation in learning. The games used by the researchers were in the form of picture cards, puzzles, and guessing. The learning activities carried out are in the form of conversational practice and compilation into correct words and sentences. Researchers prepare games that are adapted to student learning materials. Researchers applied the learning process by applying English games to improve students' speaking skills and motivation in learning English.

THEORETICAL FRAMEWORK

The Important of Speaking Skills

Speaking is the most important skill among the four English skills and is considered a difficult skill because the speaker must produce speech orally. Difficulties in producing spoken utterances are faced by foreign language learners if they do not learn grammatical structures and do not have sufficient vocabulary knowledge. Speaking skill is indeed the most important skill for all foreign language learners. Some of the things that English learners want to achieve are: to continue their education abroad, to improve their careers, improve their business, build self-confidence, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, giving presentations and others. Therefore, good speaking skills become an opportunity to achieve better (Rao, 2019). Many foreign language learners or second language learners focus on mastering speaking skills because they will be considered to have mastered all other skills. Through speaking skills, students have been able to express various language functions. In addition to functioning in the classroom, speaking skills are also important outside the classroom. Baker and Westrup (2003: 05) confirm this by stating that “a student who can speak English well may have a greater chance of continuing education, finding work and getting promotions.” This statement can be interpreted that through the ability to speak a person can experience an increase in self-quality in terms of education and work (Khadija, 2010).

According to (Burnkart, 1998) there are three areas of knowledge in speaking skills, namely: 1) first, the mechanical elements of language which include pronunciation, grammar, and vocabulary with the aim that speakers have the use of words in the correct order and pronunciation; 2) second, the speaking function which includes transactions and interactions, with the aim of enabling the speaker to know when clarity of information is needed in the exchange of information and conversation; 3) third, sociocultural norms which include speaking turns, speech rate, length of pause between speakers, relative roles of participants that allow a person to be aware of the conversational situation, with whom he is speaking, and what is the purpose of speaking (Nazara, 2011). So in order for a class of foreign language learners to have successful

speaking skills, a teacher needs to determine the right approach, interesting activities and high motivation.

English Games

Many foreign language learners feel bored and not interested in learning English. To overcome this, the teacher must change the learning strategy to be interesting and fun. The application of English Games is one of the right strategies for students. The application of games in the classroom has a focus not only on directing students to learn more effectively but on making students feel happy during learning and ultimately encouraging the emergence of learning motivation from students. According to Caillois (1957) "The game is an activity that must have the following characteristics: 1) fun: the activity is chosen for its light-hearted character; 2) separate: it is circumscribed in time and place; 3) uncertain: the outcome of the activity is unforeseeable; 4) non-productive: participation is not productive; 5) governed by rules: the activity has rules that are different from everyday life; 6) fictitious: it is accompanied by the awareness of a different reality" (Tuan & Doan, 2010). Language learning through games can foster student motivation. This is because English Games are fun and challenging, increasing collaboration by interacting and communicating with other students, as well as directing students to use meaningful language in real contexts (I, 2017).

Language games can be divided according to different principles. Hadfield (1998) stated that there are two classifications of English games. The first classification is a linguistic game that focuses on accuracy and the second classification is a communicative game that focuses on the successful exchange of information. Based on (Hadfield, 1998, as quoted in Jacobs, n.d. b): the types of English games are: 1) Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store; 2) Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing; 3) Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 yes/no questions to find clues in order to guess who or what the person is thinking of; 4) Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g. someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs; 5) Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory; 6) Labeling games. These are a form of matching, in that participants match labels and pictures; 7) Exchanging games. In these games, students barter cards, other objects, or ideas; 8) Board games. Scrabble is one of the most popular board games that specifically highlight language; 9) Role play games/dramas.

Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful (Klimovaa, 2015).

Teaching English through English Games

There are many types of English games. The use and selection of these types of games must be designed according to the level and topic being taught to students. In addition, teachers also need to know the important elements when implementing English games. According (Zhu, 2012), in order for the application of English games to run effectively and achieve the best results, the teacher must understand and apply four elements when playing English games in the classroom, namely:

- A. Time: The teacher must decide how long it will take to implement the game and adapt it to the teaching content. For example: English games can be used to open or close lessons in a stimulating way, to mark lessons, to relieve tension after a test or concentrated practice session, or whenever the teacher feels it is appropriate.
- B. Options: English games consist of various types of games. Then the teacher must decide what type of game is appropriate to apply in the classroom. To decide this, the teacher needs to consider the level of the students, the main purpose of the game, the interests of the students, the right time to use the game and the availability of aids and materials.
- C. Preparation: The game becomes fun if the teacher has made preparations. Preparation here is already finding a good game, availability of facilities, ensuring clear handwriting on game cards, and mastering instructions to explain to students.
- D. Management: Teachers must manage students, including in terms of dividing students into pairs or groups, supervising students while they are working, correcting or stimulating students who are less active. Then lastly, the teacher must stop the game and replace it with something else before the students get bored. In this way, their willpower and concentration are maintained.

METHOD

This research is a classroom action research (classroom action research). Classroom action research is research aimed at improving the quality of learning in the classroom. Classroom action research consists of four stages which include planning, implementation, observation, and reflection. This research was conducted in three cycles, where each cycle consisted of the four previously mentioned stages. This research was conducted at SMA N 1 Dolok Batu Nanggar. The population in this study was class X MIPA SMA N 1 Dolok Batu Nanggar. Researchers involve other English teachers as observers. Data collection was carried out using two instruments. First, the speaking test instrument for obtain data on students' speaking skills. The second, observation instrument is to obtain data on motivation student learning. There are five indicators included in the speaking skill test, namely utterance, fluency, structure, vocabulary, and understanding. As for

the observation instrument, there are four indicators which include work, curiosity, interest, and competition. The ideal score used in the test is 4.

DISCUSSION

This study consisted of two cycles conducted in six meetings. Each cycle consists of four stages which include the stages of planning, implementation, observation, and reflection.

Cycle 1

The researcher and his colleagues who acted as observers made initial observations as material for planning. The results of observations on students' speaking skills obtained scores for utterance are 1, 2; the score for fluency is 1, 4; the score for structure is 1,4; and the score for understanding is 1, 4. While the results of observations on student learning motivation obtained scores for working are 2,3; score for competition 2.2; the score for curiosity is 2, 1; and the score for mood is 2.2. Based on the observations, an action plan is then drawn up. Cycle 1 was carried out in four meetings. In the implementation or implementation of the action, the teacher uses four kinds of English Games namely: Descriptions Quiz, Spelling puzzle, Make a sentence, and Guess Jobs. The following is a table showing the development of students' speaking skills for four meetings.

Table 1 Students' Speaking Skills in Cycle 1

Meeting	Indicator Average Score				
	Utterance	Fluency	Structure	Vocabulary	Understanding
1	1, 2	1, 4	1, 4	1, 2	1, 4
2	1, 4	1,5	1,6	1,4	1,6
3	1,7	1,6	2,0	1,8	1,8
4	2, 1	2, 3	2,4	2,1	2,6

Researchers and observers also observed students' learning motivation. To observe students' learning motivation, researchers and observers refer to indicators of working, competition, curiosity, and mood. Each of these indicators scored as follows: working 2.8, competition 2.6, curiosity 2.5, and mood 2.7. Researchers and observers then discussed two things, namely about speaking skills and student motivation. Student achievement scores for these two things are still low and unsatisfactory. This is due to the character of students who are still shy, have not studied seriously, and their learning style is still slow. Because the score obtained is still not satisfactory, then the action is continued to cycle 2.

Cycle 2

Based on the data obtained from cycle 1, the researcher and the observer then planned cycle 2 which was held in three meetings. In cycle 2, there are 1 games planned, namely: Roleplay "Picnic", Conversation by Cards. The following is a table showing the development of students' speaking skills in cycle 2.

Meeting	Indicator Average Score				
	Utterance	Fluency	Structure	Vocabulary	Understanding
1	2, 8	2, 6	2, 9	3,0	3,1
2	3,4	3,5	3,2	3,6	3,5

From the table above, it can be seen that the development of students' speaking skills is getting faster and more satisfying. The average score of students' learning motivation also increased with scores for working, competition, curiosity and mood respectively 3.4, 3.8, 3.6, and 3.6. Because the average score obtained by students, both for speaking skills and learning motivation has increased satisfactorily, this class action research was stopped until cycle 2 only.

CONCLUSION

The results of the analysis of oral production showed a general improvement by the students. At the moment, participation in class has increased as a result of the development of games and students look more confident and are willing to speak more often during the class. The researcher can conclude that games are good activities for developing participation in a funny and interesting way because they permit students to use the second language in communicative situations related to topics. Another important conclusion of the study is that controlled games help stimulate students' oral participation because they help lower tension and anxiety that prevent students' acquiring the language. For instance, many students speak English best in situations where their attention is focused on meaning rather than on language and they use the oral language through games that involve movement.

The following are some suggestions regarding this research. First, English teachers in high schools should apply learning using English Games. Because English games is a solution for students who are weak in speaking skills and improve motivation. Second, the researcher suggests that teachers should be more creative and fully prepared before carrying out learning so that students become more motivated. Third, the researcher suggests that teachers should really understand English games before practicing them.

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