THE USE OF COMMUNICATION GAMES IN SPEAKING CLASS
(A Classroom Action Research at Eighth Grade of SMP Negeri 4 Mojosongo,
Boyolali in the Academic Year 2015/2016)

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Abstract
Rizky Nur Amanah. 11520089: THE USE OF COMMUNICATION GAMES TO IMPROVE STUDENTS’ SPEAKING SKILL. (A Classroom Action Research in Eight Grade of SMP N 4 Mojosongo in 2015 / 2016 Academic Years). Thesis, Surakarta: Teacher Training and Education Faculty, Slamet Riyadi University, Surakarta 2016. The aims of the study are as followings: (1) to find out whether Communication Games can improve the students’ speaking skill at VIII F of SMP Negeri 4 Mojosongo Boyolali in 2015/2016 academic year, and (2) to describe how Communication Games improve the students’ speaking skill at VIII F of SMP Negeri 4 Mojosongo Boyolali in 2015/2016 academic year. The action research was undertaken at the eighth grade of class VIII F in SMP Negeri 4 Mojosongo. The class consisted of 27 students, 15 boys and 12 girls. The research was conducted in two cycles of action. Each cycle consisted of these activities: identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. In collecting the data, the researcher used interview, observation, and test. The researcher interviewed the English teacher and students. The observation was done by the English teacher as collaborator. The test was used to know the improvement of the students’ achievement in speaking class. The test included pretest, post-test, post-test 1, and post-test 2. In analyzing the data, the researcher used qualitative and quantitative data analysis. Based on the mean score result of the research, there were some improvements in the students’ speaking skill. The students’ mean score of pre-test was 53,63. It increased from 68,74 in cycle one and to 76,44, in cycle two. In the other side, there was enhancement of students’ enthusiasm in teaching learning process. Students became more active to speak up their opinion in English. Their self confidence to speak English was also increased. It can be concluded that the use of communication games can improve the students’ speaking skill at VIII F of SMP Negeri 4 Mojosongo Boyolali. It also can be used as one of alternative activities for the teacher to teach speaking skill.

Keywords: Speaking Skill, Communication Games, Classroom Action Research.
ABSTRAK


Hal tersebut dapat disimpulkan bahwa penggunaan Communication Games dapat meningkatkan ketrampilan berbicara siswa di kelas VIIIIF SMP Negeri 4 Mojosongo Boyolali. Hal tersebut juga digunakan sebagai salah satu aktivitas alternatif bagi guru untuk mengajar ketrampilan berbicara.

Kata Kunci: Ketrampilan Berbicara, Communication Games, Penelitian Tindakan Kelas

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INTRODUCTION

As social being, ones need to communicate with others using language. Language is not only used for daily conversation but also used in many sectors such as education, research, politic, bureaucracy, etc. English is one of languages which are studied by most people around the world. As an international language, they use English for their communication. People should learn English because it can increase the value and would be more appreciated in the world of international business. That is why English is very important to be learned by ones. There are four skills in teaching learning English, they are listening, speaking, reading, and writing.

Speaking is often regarded as the most important skill to be mastered, especially by one who learns language. Ur (1996: 120) states that “of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kind of knowing, and many if not most foreign learners are primarily interested in learning to speak.” The goal of speaking is communicative efficiency. It means learners should be able to make themselves understood using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary that apply in each communication situation.

SMP Negeri 4 Mojosongo Boyolali has a minimum score or *KKM* (*Kriteria Ketuntasan Minimal*) for English, namely 77. It is felt too difficult
to be achieved by the eighth grade students, they have to attend the remedial
to be able to achieve the *KKM* especially students of VIII F. Based on the
result of interview and observation which was done by the researcher at class
VIII F, the problems which came from the students include: (1) the students
did not have any skills to supported their speaking, such as: the students
lacked in vocabulary, the students were not able to pronounce the distinctive
sound clearly, the students could not produce the sentences in a correct
grammatical form, and the students’ speaking skill was low. (2) The students
had low motivation, the students did not like to speak, they were not active in
the classroom, and they felt un-confident to speak English in front of the
class. (3) The students did not give full attention to their teacher, most of
them did non-academic activities during the speaking class. On the other side,
the problems came from the teacher, they were follows: (1) the teacher did
not use several methods in teaching speaking and (2) the focus of the teacher
on teaching English were reading and writing but not speaking. Then the
problems also came from the school; they were (1) the school facilities such
as books were not complete, so the students just learnt from the worksheet
book and (2) the school did not have several good media for teaching learning
process.

Based on the problems, the researcher decides to use game to solve it. The
game used is communication games. Communication games are
activities set up in the classroom to create opportunities and purposes for
verbal communication practice. Most of the time the purpose from these
activities is to convey information. Some of the games provide practice in the use of a particular language function such as giving directions or asking questions. Other games ask students to work together and communicate to solve a problem, these games are very useful to help teacher remain their teaching goals especially in speaking.

The researcher focusses on two problems. The first problem is to find out whether communication games can improve the students’ speaking skill. The second problem is to know how communication games improve the students’ speaking skill.

**METHODOLOGY**

The method used in this research was Classroom Action Research. It was conducted at SMP Negeri 4 Mojosongo, Boyolali which is located at Jalan Nangka, Kemiri, Mojosongo, Boyolali postal code 57351. The subject of this study was students of class VIII F at SMP Negeri 4 Mojosongo, Boyolali. It consisted of 27 students.

This study was conducted into two cycles. Each cycle consisted of several stages of Classroom Action Research procedure, they are: Planning, Acting, Observing, and Reflecting. In planning, the researcher prepared lesson plans, teaching materials, and teaching media to be taught to the students. In acting, the researcher implemented the lesson plans by using Communication Games in speaking class. In observing, the researcher observed the weaknesses and strengths during teaching and learning process by using communication games. In the last step of reflection, the researcher
evaluated the use of communication games to improve students’ speaking skill. Thus, the researcher could continue study to the afterward point.

In collecting data, the researcher given tests of pre-test, post-test 1 and post-test 2. In pre-test the students were gave test to the students to discribe picture based on the picture they got randomly. In post-test 1 and post-test 2, the students were given test to discribe picture based on the picture they got by practiced communication games before it.

RESULT AND DISCUSSION

The pre-test was held on Wednesday, August 3 2016. The pre-test was consisted of one test item. The students were asked to discribed picture oraly. The mean of students’ pre-test result was 53,63. The students’ speaking was assessed by using speaking scoring rubic. The whole students did not achieve KKM yet.

Post-test 1 held on Wednesday, August 17 2016. Post-test 1 was done to know the improvement of students’ speaking skill after the implementation of communication games in cycle 1. In the post-test 1, the students were asked to describe based on the picture they got orally. The mean score of post-test 1 was 68,74 higher than the mean score of pre-test. There were some wearnesses in cycle 1, such: the class became noisy when they practiced the game, there were some students who talked to other when researcher explained, some students still un-confident to speak English in front of class. The strengths were the students became more active to speak English, they were more creative to make sentences, and the mean score of post-test 1 was
higher than the pre-test score. Then, the researcher conducted cycle 2 to solve the problems appeared in cycle 1.

For cycle 2, the researcher revised the plan to solve the students’ problems using another game. The researcher and the teacher revised the lesson plans for cycle 2. After cycle 2 had been completed, the researcher conducted post-test 2. It was held on Tuesday, August 30 2016. In the post-test 2 the students were asked to describe based on the picture they got randomly after the implementation of hatisitgame. The mean score of post-test 2 was 76,44. The improvement of students’ speaking was assessed by using speaking scoring rubric. After the cycle 2 was completed the researcher did a reflection.

Based on the result of observation, the communication games can improve students’ speaking skill. The improvement of students’ score of pre-test, post-test 1 and post-test 2 can be seen from the table below:

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53,63</td>
<td>68,74</td>
<td>76,44</td>
</tr>
</tbody>
</table>

The mean score of post-test 1 was 68,74 higher than the mean score of pre-test that was only 53,63. Then the students mean score increased up to 76,44 in cycle 2. Besides analyzing quantitative data by using mean score, The implementation of communication games was successfully done to solve
the students’ speaking problems. Thus can be concluded that the communication games is an effective way for teaching speaking.

CONCLUSION

Based on the result of the study, it can be concluded that:

1. Communication Games can improve students’ speaking skill. It can be seen from the students’ achievement in score test. There were improvements on students’ score from pre - test to post - test 2. It can be said that there were improvement of students’ speaking skill because the mean score of post - test 1 was higher (68.74) than the mean score of pre - test (53.63) and the mean score of post - test 2 was the highest of all test (76.44). It means that there was any significant difference.

2. The students’ speaking skill at VIII F of SMP Negeri 4 Mojosongo increased after the implementation of Communication Games because, it stimulates the students to be more active in speaking to get the game done without feeling depress because the game is fun. The students like to do the game, it can be showed by the enthusiast of students in learning English is arise, it can be known when the students got difficult with the mean of words they asked to the researcher directly, some of them search on their dictionary. Communication Games increase the students’ speaking skill by give the students task to
done by themselves, it motivate the students to speak English. By using Communication Games the classroom condition became more active and effective in teaching learning speaking process. The students could practice well in individual test and good in work in pair.

REFERENCE


