IMPROVING THE EIGHTH GRADE STUDENTS' INTERPERSONAL SPEAKING ABILITY AND ACTIVE PARTICIPATION BY USING MIMING GAME

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ABSTRACT

Speaking is a part of daily lives as interaction, social, and situation based activity. In this research the purpose is "to know how Miming Game can improve the eighth grade students' interpersonal speaking ability" and "to know how Miming Game can improve the eighth grade students' active participation in teaching learning process". Miming Game is teaching technique which is based on modern understanding of how human brain works and how we learn most effective. The design of this research is classroom action research. The research subject is VIII B1 grade consisting of 30 students. The data collected using observation checklist, video recording and speaking test. Miming game improved the students' interpersonal speaking ability and active participation in two cycle percentage of students score more than ≥ 70. In cycle one the students whole score ≥ 70 was 50% and in cycle two the students whole score ≥ 70 was increased become 80%. While the percentage of sdudents' active participation, in cycle one there was 39% and in cycle two was increased become 72%. Based on the research results, it can be concluded that Miming Game is able to improve students' interpersonal speaking ability and active participation at SMP Islam Gumukmas in the 2019 / 2020 academic year.

Keywords : Speaking Ability, Miming Game

INTRODUCTION

In Indonesia, English is used as a foreign language. Learning English is intended to obtain various knowledge, to gain knowledge of skills, to comprehend and understand the textbooks written in English, etc. In teaching English, there are four skills, namely reading, writing, speaking, and listening, and the language components namely vocabulary, grammar and pronunciation. Each skill is integrated one to another. As said by Ganesh B. Mundhe (2015, p.1) there are receptive and productive skills. Speaking is a productive or active skill that has a

great function in communication. It is in line with Luoma's idea (2004, p.9) that speaking is a part of daily lives as interaction, social, and situation based activity. Students' speaking achievement in the level of literacy is the students' ability in producing short functional text using the target language in oral form.

Based on the interview with the English teacher of SMP Islam Gumukmas, some of the eighth grade students of SMP Islam Gumukmas low in speaking. The teacher said that they have difficulties in learning speaking. First, they were lack of vocabulary. Second, they were afraid of making mistakes in practice. Third, they were commonly mispronouncing the words. And the last, they were not interested in learning speaking. Based on those reasons, the writer believes that the students need a teaching technique that not only reduces their anxiety but also leads their ideas.

Based on the problems above, one of the teaching techniques that can be used is game. In this research, the researcher proposes 'Miming Game'. Mime requires a person to use body language, facial expressions, and gestures to convey meaning. Miming game builds students' self-confidence because learners are not worried of getting a punishment or criticism when they make mistakes. More over, this activity provides a fun and useful way of introducing new vocabulary, and grammatical items. The researcher believe that miming game can improve the students' interpersonal speaking ability. The research entitled "Improving the Eighth Grade Students' Interpersonal Speaking Ability and Active Participation By Using Miming Game at SMP Islam Gumukmas in the 2019/2020 Academic Year", was conducted.

RESEARCH METHOD

Kind of this research is Classroom Action Research. According to Arikunto (2013, p.135), Classroom Action Research (CAR) is a research that is conducted by a teacher to the class or in the school where he or she teach with an emphasis on improvement processes and practice of learning. In this research, it is conducted to improve the eighth grade students' speaking ability using miming game.

Design of this research is Classroom Action Research. It is designed to improve the eighth grade students' interpersonal speaking ability using Miming Game at SMP Islam Gumukmas in the 2019/2020 academic year. According to Kurt Lewin in Arikunto (2013, p.131) classroom action research consists of four main components. They are as follow : 1.) Planning; 2.) Acting; 3.) Observing; and 4.) Reflecting. In the first cycle of the first step, namely planning, the researcher compiled a plan of action. Next is the acting of actions, researchers take action in the classroom according to the design that has been prepared. Furthermore, observing were made at the time the action was being carried out. Stage 4 is reflecting, reflecting is imposed when the researcher has finished taking action. If the cycle one is successful then the research is complete, but if the cycle one is not successful then go to cycle two. In this research, the researcher planned two cycles.

To get the data easier, the researcher used three instrument of the research, there are observation checklist, video recording and speaking test. While, to measure the students percentage of their speaking ability, the researcher used this formula :

$$E = \frac{n}{N} \text{ x } 100\%$$

Notes :

E = the percentage of the students who get score 70 or more

n = the total number of students $\geq$ 70

N = the total number of students

(Adapted from Ali, 1992, p.186)

THE RESULT OF THE RESEARCH AND DISCUSSION

Result of the Research

Based on the results of the research, students were given speaking test in form or subjective test to evaluate their speaking ability. It was to know the

percentage of learning success in teaching learning process by using miming game. The researcher also use observation checklist to record the students' were active or not during the teaching learning process. In the first cycle, the percentage of students who got ≤ 70 are 15 students.

Based on the results of speaking test in first cycle that the students who got score 70 or more is 50%, it's mean that this cycle is not improved the students' interpersonal speaking ability or not successful. The researcher mentioned in previous state, the target percentage of this research should 75% from the total of students' must got score 70 or more. Based on the results percentage above, we could take the conclusion that this research must be continued to the cycle two.

The Result of Speaking Test in Cycle One

The Data Result	Percentage (%)
The students who got score ≥ 70	50%
The students who got score ≤ 70	50%

Based on the results of the research, students were given speaking test in form or subjective test to evaluated their speaking ability. It was to knew the percentage of learning success in teaching learning process by using miming game. In the cycle two, the students who got ≤ 70 score was 80% or 24 from 30 students of this class. This showed that some students could achieve the target score. The result of speaking test was presented in appendix 16.

In this cycle, the results of students speaking test was improved, so the research in cycle two was successful or achieved. It means the research was stopped in cycle two.

The Result of Speaking Test in Cycle Two

The Data Result	Percentage (%)
The students who got score ≥ 70	80%
The students who got score ≤ 70	20%

The Result of Observation Checklist in Cycle One

The Average Results of Students Active Participation in Cycle 1

No.	Name	Percentage	
		Active	Passive
1.	Meeting 1	23%	77%
2.	Meeting 2	37%	63%
3.	Meeting 3	57%	43%
	Average	39%	61%

Based on the table above, it is known that in the first meeting 23% of the students actively took a part in teaching and learning process by using miming game, 37% in the second meeting and 57% in the third meeting. The result of the observation checklist, the students who came to the class were 100% or 30 students, but only 39% of 30 students who active in teaching learning process, such as paying attentions, collaborating in group or team work, communicating about the material with peers or sharing idea and performing the task. Therefore, the average results of students active participation in teaching learning speaking ability by using miming game had not fulfilled yet or not achieved.

The Result of Observation Checklist in Cycle Two

The Average Results of Students Active Participation in Cycle 2

No.	Name	Percentage	
		Active	Passive
1.	Meeting 1	53%	46%
2.	Meeting 2	70%	30%
3.	Meeting 3	93%	0.67%
	Average	72%	27%

Based on the table above, it is known that in the first meeting 53% of the students actively took part in teaching and learning process by using miming game, 70% in the second meeting, and 93% in the third meeting

The result of the observation checklist, the students who came to the class were 93% or 28 students from 30 students because 2 students were absent, 72% of 30 students who active in teaching learning process, such as paying attentions, collaborating in group or team work, communicating about the material with peers or sharing idea and performing the task. Therefore, the average results of students active participation in teaching learning speaking ability by using miming game had fulfilled yet or achieved.

Observation Checklist	Cycle 1	Cycle 2
Students' Active Participation	39%	72%

From the table above, it can be concluded that requirement of the students active participant in teaching learning process of speaking (70%).

Discussion

Related to the application of miming game and the observation in teaching learning process of speaking ability, it can see that teaching speaking by using miming game were able to improve students interpersonal speaking ability at eighth B1 grade. In the cycle two showed that the percentage score was 80% or 24 students can achieved standard score requirement. It means that cycle two was successful. While the percentage of students active participation was 39% in cycle one and 72% in cycle two. The researcher asked to the students to make a group, one group consists of 5 students, one group choose one leader, then one of the leader come forward and the teacher give a picture, then the leader mime the picture and the other was guessing what the leader means. Kim (1995) states that games encourage students to interact and communicate, and create meaningful context for language use.

CONCLUSION

Based on the results of the research and discussion, the use of miming game can improve students' interpersonal speaking ability and active participation of the eighth B1 grade of SMP Islam Gumukmas by giving more practice, more

explanation and more comfortable and enjoyable teaching learning situation. It was proved by the students' score of the cycle one and cycle two and the students' observation checklist.

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