

Improving Students' Speaking Skill by Using Communication Game

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Abstract

The objective of this research is implementation Communication Game can improve speaking skill. The hypothesis of this research is activity communication game for teaching speaking can improve speaking skills of eighth grade students of SMP Plus Al-Mubarak Kalisat Jember by implementing good news, bad news game.

The design of this research is classroom action research. The data are collected from speaking test 1 and speaking test 2. The implementation of Communication Game was combined with individual work and made the Communication Game as a competitive game in cycle two. The results of this study indicate that the application of communication games to learning English, especially the speaking skill of successful students. This is proved that the data from the test results consisted of two types of tests namely: speaking test cycle 1 and speaking test cycle 2. After implementing communication games, an increase in the average value of students was obtained. The researcher concluded that there were 50% of the scores of students who had passed KKM: 13,64% came from speaking test 1, and 36,35% from the second speaking test with an increase in the average test results of 6,14 for the first test, and 6,73 for the second post.

Based on this data, it can be conclude that Communication Game is able to improve the students' speaking skill at eighth grade SMP Plus Al-Mubarak Kalisat Jember by individual work and implementing good news, bad news game as competitive games.

Key words: communication game, speaking skill

Introduction

Focus on the conventional modern language teaching has been on the language itself. It is proposed that the first priority has to be given to the purposes that language serves, that is to say communication.

Communication becomes base of social interaction. To do so, language is the only thing they need. A language is a system of communication which consists of a set of sounds speaking in English. Problem of the research is "How can the implementation

communication game improve students speaking skill at eight grade SMP Plus Al-Mubarak Kalisat Jember in the 2018/2019 Academic Year?"

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. It is supported by (O'Malley and Pierce, 1996, p. 57) who found that among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners are to enable students to communicate effectively through oral language. Chaney (1998, p. 13) argues that speaking is the process of building and sharing meaning

through the use of verbal and non-verbal symbols, in a variety of contexts. Ur (1996, p. 121) says that the speaking activity is the important part of language course, and there four characteristics for a successful speaking. Speaking can be says as good or bad based on the aspects of speaking. Haris says that aspects of language are: pronunciation, grammar, vocabulary, fluency and comprehension. Then Brown says that teaching is guiding and facilitating learning, enabling the student to learn, setting the condition for learning. Thorne (2012, p. 1) Communication is about delivering or receiving any kind of information. If both words are combined into one, communication game defines as a set of games that is designed to help students learning English with joyful activity or activities and is aimed to get learners talk as quickly and fluently as possible. Game is to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skill of students at junior high school. This also implies the communicative games expected to enhance students' enthusiasm and motivation. Clearly, it gives positive

improvement on students' active participation, confidence and their fluency in speaking skill (Ratna, 2016, p. 63).

Method

A classroom action research (CAR) was used in this study as the method. Concerning with the aim of the research, (McNiff, 1997, p. 27.) clarifies that the main purpose of action research is improvement. Kemmis and Mc-Taggart's design is used as this classroom action research procedure. This design consists of two cycles (three cycles if needed) with four phases; planning, acting, observing, and reflecting. The test criteria that served as guidelines are pronunciation, grammar, vocabulary, fluency and comprehension. From the pre-test results, it remained that 7 out of 22 students pass the minimum completeness criteria (KKM), while others have not passed or on the other hand it can be said that 31,81% of all eighth grade students are still lacking in speaking aspects. Tests are considered the best way to find out how well students reach the material they have learned by (David, 1992, p. 231). The test used by making a text dialogue good news bad news game. Arikunto says that research instruments are some tools used when a research is conducted in a particular method. They are needed, in order to get the data for the research. In this research

instrument, the researcher uses test, observation check-list and interview and achievement test is a test use to measure the individual's achievement after learning something. The test is using to know the result of speaking skill after giving treatment to the group and validity is the most important consideration in developing and evaluating measuring instrument by Arikunto. A valid instrument will be accurate if the instrument attended to be measure.

Result

From the calculation, after implementing the actions in this cycle, improving speaking skill by using communication game (good news, bad news) at SMP Plus Al-Mubarak Kalisat Jember was able to improve speaking skill. The researcher observes before the action is taken to find out what problems students face. After that, the researcher formulated this problem to be resolved. To collect data, researchers collected information for English teachers as informants. From the results of this study, researchers found a problem that student participation in learning English was still low. The percentage of students' speaking skills that have been obtained from the pre test is 31,81%. The results of the pre test action were 31,81% or 7 of the 22 students who had achieved

the minimum completeness criteria. These results indicate that researchers will take the first action with two meetings. The results of the first study obtained data that there were 13,64% scores of students who had passed the KKM with an increase in the average test results of 6,14. While the results of the second study obtained data that there were 36,35% of scores of students who had passed the KKM with an increase in the average test results of 6,73. From these results the researchers concluded that there were 50% of the scores of students who had passed the KKM. From this interpretation, it can be briefly stated that 18 out of 22 students can pass the KKM after learning by using good news, bad news communication games. It means that the implementation of the game in classroom action research to improve students' speaking skills is a success.

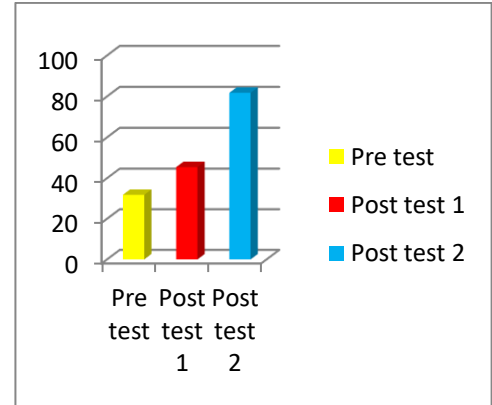


Diagram of Mean and Percentage

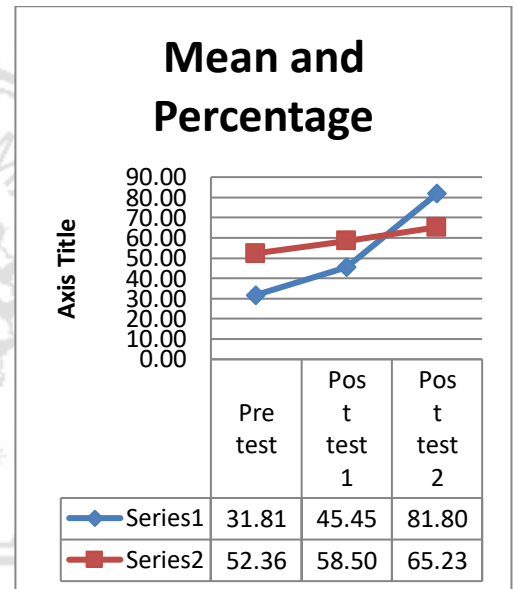
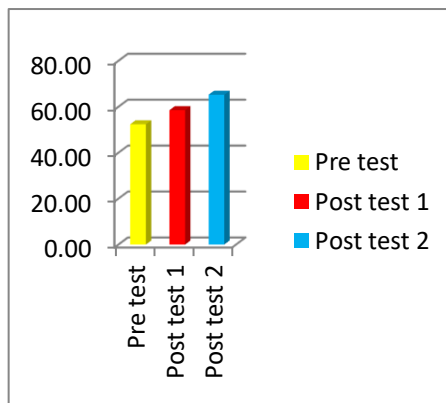


Diagram of Students' Score Mean Improvement



Conclusion

Based on the results of data analysis, the researchers concluded that communication games were able to improve the speaking skills of students in Al-Mubarak Kalisat Jember Plus Middle School in the 2018/2019 academic year by using good news, bad news games, and implementing games as competitive games. Like: the results of English proficiency. They are also

motivated to learn oral English which reduces students' doubts to say in English.

Suggestion

For the students: the students by implementing communication games using good news, bad news makes students more serious and active in following the learning process, especially on English subjects. Students must be confident in speaking in English and should not be shy or afraid of being wrong.

For the teacher: they can use communication games (good news, bad news) as a way to improve and improve the quality of learning in English.

For other researchers: you must maximize your time such as meeting at least three times in one cycle and knowing the characteristics of students to be more active.

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