

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH STORY GAMES WITH DRAWING

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Abstract

The background of this research was students' speaking ability was low and students were less motivated to learn English. The subject of this research was eight grade students of MTs Hasanuddin Semboro in 2018/2019 academic year. The purposes of this research were how the use of story games with drawing can improve the eighth grade students' speaking ability.

This study used Classroom Action Research (CAR) design to solve the problem. The data were collected by instrument of the research, which were speaking test and observation checklist. And analyzed it used formula and students activeness rubric. After the data has been analyzed, it resulted mean of students speaking score was improving from cycle 1 (cycle 1=63.62%) to cycle 2 (cycle 2=72.94%). It was showed that 70% of students were achieved the target score.

The students' activeness was improved by the use of Story Games with Drawing; they became more enthusiastic to learn English. It means that, story games with drawing were effective to improve students' speaking ability.

Key Words: Speaking Ability, Story Games with Drawing.

1. Introduction

English for the students has four skills; those are reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct said Chastain in Iqram Husain (2015). Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is more frequently used than writing. The main function of spoken language is to socialize individuals. On the

contrary to writing, spoken language is produced and processed.

in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear.

Speaking is very important skill because it is used to practice how to produce and express idea, feelings, and thoughts in the target language. According to Thornbury (2005) Speaking as one of the four language skills is so much part of daily life that we take for granted, the average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. Speaking also needs a confidence to students practice in front of the class. We teach speaking as learners consider this particular skill as one of the most important and also the most challenging skills. Speaking communication is the most common way of building interpersonal relations. Furthermore, speaking is important if we want to get things done, find out information and give instructions.

In relation to the reasons above, speaking skill needs to be learned, practiced and developed by the students. The students will actively take part in the full range of oral work, however speaking skill is not given balance because it is taught only a

little in the classroom. Most of the English teachers emphasize reading rather than the other skills. That factor can be categorized as one of the other factors that influence why the students English speaking skill especially in Indonesia is not good enough. The other factors, they are lack of vocabulary mastery, practice, motivation, bravery in expressing ideas and less active in the class. On the other hand, the teacher must provide an opportunity to the students to practice English within certain situations through real communication activities. In this case, the teaching learning process should take place naturally without making the students feel bored to learn. The natural process of learning the target language can be made by controlling the atmosphere of the class in an interesting way.

Based on the preliminary study in MTs Hasanuddin Semboro, it was found that actually the eighth grade students were not interested to speak in the class. It was identified that the students still had some problems dealing with speaking English in the class. They had problems in speaking ability such as lack of vocabulary and felt bored in the class about English. Besides they also have a problem dealing with the motivation and concentration in communication orally. Those things

happened because they did not have adequate knowledge of English, lack of background knowledge, and they also lacked of interest in speaking English so they found difficulties in learning speaking.

To overcome the students' speaking ability problem, the English teacher had done the great effort. She had used the English textbook and students' worksheet (LKS) in teaching speaking, but the result was still unsatisfactory. For the vast majority of children, no one provides any instruction on how to speak the language (Yule, 2006:154). Therefore, giving various materials was not the only way to overcome the problem, but an appropriate technique for teaching speaking was also required. For that reason, it would like to use variation in teaching activities, such as by using games.

Based on the explanation above, to improve students in learning English especially in speaking, there are some activities that can be used, such as role play, debate, discussion storytelling and story game. Each activity is suitable for certain condition related to the problem stated in the previous, story games can be chosen as a solution. Games mean an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others (Wright et

al, 2006). He states that games can help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Story game is one of alternative activities to use in speaking classroom. It has purpose to make students speak in class and be creative.

Related to the statements, it would be applied the story games using drawing as the teaching media in speaking class. The story games are games that encourage the students to speak freely in longer utterances based on the topic given. The writer chose story games using drawing because this story is suitable for students' level that is beginner level (Wright et al, 1998).

2. Method

The researcher chooses eight grade students of MTs Hasanuddin Semboro. The school is located in Jember. The school was chosen because some problem. First, the students cannot understand about English, because they had lack of vocabularies. Second, the teacher had never been practice in the class during teaching and learning process. So the researchers do the action classroom action research on June and July, 2019.

The design of this research used Classroom Action Research. Classroom Action Research is intended to change all the learners by themselves and change the situation in teaching learning process. According to Ary Donald (2010) states that a process to improve education by incorporating change and involves educators working together to improve their own practice. It means that classroom action research is a kind of research has quality in learning process specific in action, so it can repair and increase the learning practices in the classroom. There are four steps to do action research, these are; 1) Planning, 2) Implementing, 3) Observing, and 4) Reflecting. In doing classroom action research, cycles are taken. If in cycle 1 the result has not achieved the criteria of success, we need to continue to the next cycles. On the other hand, if the result of cycle 1 has shown the satisfying result from the implementation of Story Games with Drawing., it does not need to continue to the next cycles. The subject of this research is eight grade students of MTs Hasanuddin Semboro. It consisted of 35 student.

The instrument of this research used to collect data are speaking test and observation checklist. The data analyzed used percentage formula for the speaking

test and students' activeness rubric for the observation checklist. The criterion of success for speaking test is 70% of students achieved the target score that is 70.

3. Result and Discussion

After the implementation of the action in cycle 1 and cycle 2, it could be said that story games with drawing can improve students' speaking ability. The result of the speaking test in cycle 1 showed that the mean score of the students speaking who got ≤ 70 was 63.62% of the total number of students or 14 out of 35, but in cycle 2 showed that the mean score of the students speaking who ≥ 70 was 72.94% of the total number of students or 23 out of 35. For the students participated in the speaking activeness, in cycle 1 showed that 25 out of 35 students active and 10 out of 35 students passive in the class, but in cycle 2 showed that 31 out of 35 students active and 4 out of 35 students passive in the class.

It means that a story games with drawing can improve the students speaking ability.

4. Conclusion

After analyzing the data, it could be concluded that story games with drawing can improve students' speaking ability. The

result of the speaking test in cycle 1 showed that the mean score of the students speaking who got ≤ 70 was 63.62% of the total number of students or 14 out of 35, but in cycle 2 showed that the mean score of the students speaking who ≥ 70 was 72.94% of the total number of students or 23 out of 35. For the students participated in the speaking activeness, in cycle 1 showed that 25 out of 35 students active and 10 out of 35 students passive in the class, but in cycle 2 showed that 31 out of 35 students active and 4 out of 35 students passive in the class.

Based on the result cycle 1 and 2, the students are more enthusiastic in speaking English. They enjoyable and understood in the class during teaching and learning process, more students participated in the speaking activities

They made interaction with in their groups and helped their friends. The students also did a lot of practices that could make them confident in speaking English.

5. References

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