The Use of Talk Fast Game to Improve the Eighth Grade Students' Speaking Ability at MTs Nurul Hikmah Bintoro

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Abstract

Learning spoken English as a foreign language is not as easy as we can imagine. Many students find speaking as one of the most difficult skills. The students were not active in expressing their thoughts through speaking English. Most of them were hesitantand unconfident to speak English in front of the class.Therefore, the purpose of this research is to find out how the use of talk fast game can improve the eighth grade students' speaking ability at MTs Nurul Hikmah Bintoro in the academic year 2017/2018.The design of this research is classroom action research. The research subject is the eighth grade students of MTs Nurul Hikmah Bintoro in the academic year 2017/2018 consist of 15 students. Test and observation are used to obtain the data. The study found that talk fast game improves the students' speaking ability in two cycles from the percentage of students who got score ≥ 75 was 60% in cycle 1 to 80% in cycle 2. The observation result from 53.33% of students' activeness in cycle 1 up to 73.33% of students' activeness in cycle 2. So, there was improvement of cycle 2 and the result can achieve the criteria of success. It can be concluded that the use of talk fast game can improve the eighth grade students' speaking ability at MTs Nurul Hikmah Bintoro in the academic year 2017/2018.

Keywords: Speaking Ability, Talk Fast Game, Game for Speaking, Junior High School

Introduction

In learning English, speaking is an important skill to expressideas and to communicate with others. Improving students' speaking ability is part of teacher's job. To make the students have interest in teaching and learning speaking, the teacher should take the best approach, media, and strategies.As Harmer (2010:345) says "getting student to speak in classcan sometimes be extremely easy. In a good class atmosphere ... students will often participate freely and enthusiastically if we give them a suitable topic and task". It means that the students need more interesting activities to stimulate them in speaking English.

Using games will be an effective way to make students speak up and speak well because game is one of fun

activities that can engage the students' active participation in speaking class.Interactive game is one kind of several games that effective to develop students' speaking ability. The previous study Sanchez, et al., (2007:64) found that interactive games are useful and suitable for fostering enhancing learning in English language classroom.One of the interactive games that teacher can apply in teaching speaking is talk fast game.

Talk fast game is a kind of word play which has been integrated in many language classrooms. Students can play game and learning to speakEnglish at the same time. Talk fast game is played in pairs on in a small group. Talk fast game focuses on language by describing and explaining an object. Preszler (2006:14) explains that talk fast game has many sets of category with a list of word fitting that category. One group is one set category. Teacher or members of the group divide who will be a "talker" and who will be "guessers". Every member of the group will have the same opportunity to talk and to guess about the word in the list of category. Game motivates students to speak and adds the elements of fun to the English classroom. Holmes (2004:4) proves that talk fast game (word hints gestures game) has been used in ELT and almost always work, because it provides a list of word that will be an object for students' descriptions.

In talk fast game, students practice to talk in a group about a vocational subject for 1–2 minutes. Teacher gives a category set for a group. This allows them to talk about a familiar subject in a list of word. They just need to describe and explain the word in the list to make their group's member understand and can guess what word it

is. Using talk fast game, can minimize the fear of speaking in students. They will also express their ideas and are not afraid to make mistakes because they enjoy playing the game and competing with their friends. Students can learn English as easy as they learn their native language without noticing they are studying. It supported by Holmes (2004:4), word hints gestures game (talk fast game) is an effective learning tool and have been included in his speaking activities book.

This research was intended to find out the use of Talk Fast Game can improve the eighth grade students' speaking ability at MTs Nurul Hikmah Bintoro in the academic year 2017/2018. The researcher expects that this research to be useful for the students to solve their problems in speaking activity and it can help them to improve their speaking ability, for the English teacher to provide contribution for the English teachers to apply some games dealing with teaching learning process aspecially in teaching speaking. Moreover, it will help English teachers avoid using monotonous activities in teaching and learning process, and for the other researcherdevelop the research based on the result and use it as one of references to study about speaking ability in future research and its implementation in their research.

Method

Kind of this research is classroom action research by using cycle model, as it tries to know how talk fast game can improve the students' speaking ability. According to Arikunto (2014:135) "Classroom Action Research (CAR) is a research conducted by a teacher in the class or at school where he or she is

teaching emphasis on improvement processes and practice of learning."

In this research, the subject is the eighth grade students at MTs Nurul Hikmah Bintoro in the academic year 2017/2018. The eighth grade student in this class is consisted of 15 students. The instrument of this research is speaking test. The test will be held after each cycle had been implemented. To measure the students' speaking ability, this research uses the oral proficiency scoring categories by Brown (2004:172).

According to Preszler (2006:14) explanation, there are 7 steps of talk fast game.

1. Teacher gives a list of category word to each student. Example: things that are blue, things you wear, things used at construction site.
2. Students make a group of five. Every group assigns their "talker" to begin the game, and other members of the group are the "guessers".
3. The teacher gives each group category sets equal to the number of students in the group.
4. Round One: The talkers, by describing the words in the list, try to make their team members say every word listed. As soon as the first word is guessed, the talker can move to the next word on the list until the set is completed.
5. The talkers' time is one minute for one word. Groups are awarded points for each word guessed.
6. Round Two: The talker role is passed to the next team member, and round two begins with another list of category words.

In this research, before the students practice speaking using talk fast game, the students would listen to the dialogue from audio player. The listening hopefully will give them an input, in order they can producing an output, in the form of speaking. After listening, the researcher introduces some new vocabularies to the students and asks them to remember each word. When the students finish listening and remembering the words, then they can practice speaking using talk fast game.

Result and Discussion

The result of speaking test in cycle 1 showed that only 60% or 9 students from 15 students who achieved the standard minimum score requirement and the mean score of speaking test is 70. Therefore, it can be reported that the result of speaking test had not achieved the target criterion of success yet, that is 75% of the students got $\geq$ 75 with the mean score of speaking test was $\geq$ 75. The result of observation checklist in the first cycle also could not achieve the target. There were 8 of the 15 students (53.33%) who were actively to participating the learning process. Meanwhile, 7 other students (46.67%) were passive during the learning process in the class.It means that the first cycle had not success yet in teaching speaking using talk fast game. Some problem can be identified, they were; a) Talk fast game was a new game for the students, b) The students still needed a lot of time in preparation to give short information about some words, c) Speaking needs a lot of practice, and they lacked of vocabularies, so it's difficult for them to express their ideas using words. Thus, the researcher revised the planning for conducts the second cycle;
a) The students were given more demonstration of how the way to play talk fast game, b) The students were given more explanations about the meaning of

words and asked to remember the words given. c) The students were given more time for preparation before practicing their speaking. d) The researcher gave rewards to the students who were active in the class.

The percentage of the second cycle is 80%, it means that the students had achieved the target of minimum standard score ≥ 75, in which the criterion of success that the students had to achieve was 75%. The result of the observation checklist indicates that 73.33% of the students had been active in teaching and learning process. Meanwhile, the other 26.67% were passive during the class. Furthermore, there were improvement in the result of students' activeness in the first cycle (53.33%) and the second cycle (73.33%). It means the students' speaking ability and active participations had been improved using talk fast game.

The result of the action in the second cylce proved that talk fast game can facilitate students to be easier and more comfortable in speaking English. By practicing their speaking more often in the class, the students can improve their speaking ability because they can encourage themselves to speak and express their thought orally. Paul (2003:76) states that the children need to speak as often as possible. So that, speaking class with talk fast game in this research was open more opportunities for students to speak.

Listening to the dialog from audio player was one of the activities in speaking class before practicing speaking using talk fast game. The researcher provided the dialogue in every meeting to give some examples for students before practice their speaking. Curriculum Project (2009:4) clarifies that learning a language requires both input (listening and reading) and output (speaking and writing). In other words, the reason of why students were given an " input" in the form of listening to a dialogue, is to give them opportunity to produce an "output" in the form of speaking in this research.

Vocabulary is another language element in speaking. It is supported by Thornbury (2002:13) explains that people can say very little with grammar, but people can say almost anything with words. Mastering vocabulary about building and place is important for the students. It helped the students to give short information about building and place. Before playing talk fast game, make it sure that students have enough information about building vocabulary. The researcher drills the students' vocabulary by giving repetition. More new vocabularies were given to the students, and then they asked to read the vocabularies together.

In talk fast game, the students were divided into a group to make them become more confident to speak by describing the word. It makes the students were actively involved in teaching learning process. Furthermore, Coolidge (2007:125) explains that the teacher want to get the students speak and feel adventurous in the class, the teacher can try to put students in pairs and ask them to guess three items from their partner's pencil box. But in this case, the students should guess the words from their partner's description. By grouping the students, they can share their ideas with their friends. They can speak more and learn from each other. So, the students' fluency, grammar, vocabulary and pronunciation can be improved.

Concerning to this research, the result of the action in the second cylce proved that talk fast game can facilitate students to practice their speaking. It means that talk fast game can be applied in teaching

speaking to improve the students' speaking ability. So, the hypothesis stated in the chapter II "The use of talk fast game to improve the eighth grade students' speaking ability at MTs Nurul Hikmah Bintoro in the academic year 2017/2018 by describing the words as a talker" was successful.

The result and the difference between cycle 1 and cycle 2 hada significance result (see table 4.1) presents the result of the improvement in each cycles:

Table 4.3 The Result of the Improvement in Each Cycles

Cycle	The Precentage of Students' Score in Speaking Test	The Avarage score
Preliminary Study	40%	68
Cycle I	60%	70
Cycle II	80%	76

Conclusion

Based on the result and discussion, it showed that talk fast game can facilitate students to practice their speaking. It means that talk fast game can be applied in teaching speaking to improve the students' speaking ability. The talk fast game's advantages are: a) makes the students more interesting, fun and challenging during the ELT, b) makes the students more confident to express their thought in front of the class c) gives the same opportunities for every student to speak in the class. The improvement students' speaking ability using talk fast game can be proved by the result of students speaking test in cycle 2. The percentage of this cycle is 80%, it means that the students had achieved the target of minimum standard score > 75, in which the criterion of success that the students

had to achieve was 75%. Thus, it can be concluded the use of talk fast game can improve the eighth grade students' speaking ability at MTs Nurul Hikmah Bintoro in the academic year 2017/2018 by giving more dialogues to listen, vocabularies for memorize, and more time for preparation before students practice their speaking and make the class conducive. Based on the result some suggestions are given to the English teacherand the other researcher.The English teacher is suggested to use talk fast game as an alternative strategy in teaching speaking to improve students' speaking ability since it is interesting and motivating students to speak English. The other researchers are suggested to conduct a research using talk fast game in a big class, by doing a small demonstration about how to play talk fast game in every group.

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