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MENINGKATKAN KETERAMPILAN BERBICARA SISWA MELALUI PERMAINAN INTERAKTIF

Improving Students' Speaking Skills through Interactive Games

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah permainan interaktif berdampak pada peningkatan keterampilan berbicara dan mendeskripsikan bagaimana permainan interaktif mempengaruhi keterampilan berbicara siswa di sekolah dasar di Banjarbaru, Indonesia. Penelitian Tindakan Kelas (PTK) dilaksanakan berdasarkan Kurt. Model L. Prosedur yang digunakan adalah perencanaan, tindakan, observasi, dan refleksi. Hasil dari siklus pertama menunjukkan bahwa keterampilan berbicara dan keterlibatan siswa meningkat seiring dengan banyaknya praktik berbicara. Hasil penelitian menunjukkan bahwa penerapan permainan interaktif meningkatkan keterampilan berbicara siswa, terutama ketepatan dan minat mereka dengan menyediakan berbagai topik, permainan, dan aktivitas. Ditemukan juga bahwa menggunakan bahasa lebih sering dapat meningkatkan kefasihan mereka. Indikator keberhasilan pelaksanaan adalah: (1) Siswa lebih termotivasi dalam belajar bahasa Inggris dan terlibat dalam kegiatan berbicara; (2) Siswa aktif menjawab pertanyaan dan memberikan komentar; (3) Siswa lebih aktif dalam kegiatan berbicara selama proses belajar mengajar, dan (4) Ada banyak jenis kegiatan di setiap pertemuan, dan juga gambar-gambar yang membuat siswa tertarik untuk melakukan kegiatan tersebut. Selain itu, temuan ini juga didukung oleh rata-rata nilai berbicara siswa yang meningkat dari 53,6 pada pre-test dan menjadi 82,9 pada post-test.

Kata Kunci:
Permainan Interaktif
Kemampuan Berbicara Kata

Keywords:
Interactive Games
Speaking Skills

Abstract

The aims of the study are to know whether interactive games have an impact in improving speaking skill and describe how interactive games give influence on speaking skills of students at elementary school in Banjarbaru, Indonesia. Classroom Action Research (CAR) was implemented based on Kurt. L model. The procedures used were planning, acting, observing, and reflecting. The finding of the first cycle indicated that the students' speaking skill and involvement improved along with a lot of speaking practices. The result shows that the implementation of interactive games improved the students' speaking skill, especially their accuracy and interest by providing them with various topics, games, and activities. It was also found that using the language more often can improve their fluency. The indicators of the success of the implementation were that: (1) Students were more motivated in learning English and to be involved in speaking activities; (2) Students were actively answer the question and give comment; (3) Students were more active in the speaking activities during the teaching and learning process, and (4) There were many kinds of activities in every meeting, and also pictures that make the students feel interested to do the activities. Furthermore, the findings were also supported by the means of the students' speaking score which had improved from 53.6 in the pre-test and to 82.9 in the post-test..

INTRODUCTION

Teaching English in elementary school encompasses the four language skills; listening, speaking, reading and writing. Speaking is one of language skills that must be mastered by students, it is an important basic skills for the students to acquire a language. Most of the sectors such as school, office, factory, entertain, health center, politic, and business need the English language. In addition, English is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them in the future.

The researcher has found that there are many difficulties faced by the students of SDN Kemuning 2 Banjarbaru in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. It is difficult for them for being confidence when performance in front of the class. Besides, they are also difficult to express the idea and lack of vocabulary. Teachers are thus given the right to find a suitable way to teach students. One of the strategies is learning through games. Games are activities carried out by cooperating or competing to achieve a goal. Games need members or participants to be played. Both statements indicate that games can build students' interaction because there are a group of individuals who are set in one condition and it also creates a competition among others. It can be assumed that learning through games is able to engage students' language use and maximize their practice. In order to have the ability to speak English fluently, young learners need to have the ability to know the language features and to process information immediately. During the games, students are able to share information and also have to ask each other questions; it shows that the language features are used automatically. In EFL classrooms, games provide many advantages for promoting learning the target language. One of the advantages associated with games is that students' anxiety towards language learning decreases as games are employed. In language classes, learners assume that they have to be successful in the target language that they do not know. This success to them is also marked by their need to be "correct". Because of this, learners often feel great anxiety because of being criticized and punished by their teacher when they make a mistake. At this point games can be of great help since they can reduce anxiety, increase positive feelings and improve self-confidence by reducing or alleviating fear of punishment and criticism for learners when they are practicing the target language freely.

Based on the descriptions, a research is carried out to analyze and to prove whether interactive games can improve students speaking skills. In this case, the fifth grade students are chosen as the subject of the study because they are considered as the lower level in speaking skill than the other classes based on the interview toward the English teachers. Here, the researcher tries to propose a strategy in teaching English, especially teaching speaking namely "Interactive Game". Based on the introduction and the objectives, it is assumed that Interactive games can improve students' English Speaking skills.

An Interactive game is a set of fun-design activities can stimulate students' interaction in the classroom. These games require them to take part actively in classroom by speaking in order to express their own point of view or give information. In addition, students' confidence will be automatically formed due to its concept in building habits of interaction. Game means "an activity with rules, a goal and an element of fun" (Hadfield, 1996). In addition, game is "an activity in which the learners play and usually interact with others" (Wright et al., 2006).
Interactive Games can be an alternative way to overcome students' difficulties in learning how to speak English. In fact, they can improve their speaking skills. First, interactive games could make the students fully-participate in the teaching and learning process and make the students interact each other. Second, interactive games are good techniques in learning because the learning is centered on the students. Third, interactive game can create fun and enjoyable atmosphere during the teaching and learning process, the students could also learn by playing through interactive games.

Briefly, it can be concluded that Interactive game is a set of well-design activities which can stimulates students' interaction in the classroom.

These games require students to take part actively in classroom by speaking in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of interactive.

"School Health Unit" is the topic for all the meetings. The researcher choose many kinds of interactive games. This game allows students to communicate with their friends directly. Through the "what is the picture tell us about.." game, the students' motivation in learning language can be improved. "what he feels (based on the picture that teacher shows to students)…" game can increase students' linguistic complexity. During this game, students will not only asking and answering questions; however, they are also exposed to grammar and sentence structures. The interactive games that researchers used are Secret Word, True or False, Taboo game, and Pictionary. There are some steps must be followed in implementing this game as a teaching strategy; they are as follows:

1.Preparation:

- The teacher prints out the picture, word and comic strips worksheet.
- The teacher divide the students into 4 groups, consists of 5 persons in every group.
- The teacher gave examples and rules of interactive games
- The teacher sticks the picture or words in front of the classroom (on the whiteboard)

2.During the activity:

- The teacher asks the students about the picture
- The teacher asks the students to find the right sentences
- The teacher asks the students to mimic the gesture and others have to guess the answer.
- Teacher asks the student to write the answer to the questions on the whiteboard based on the comic strips

3. After the activity:

- The teacher points to one or more students to report what information they have learned from each other.
- The teacher gave the exercise to all students based on all of the interactive games into worksheets.

RESEARCH METHODOLOGY

1.Research Design

This study is classroom action research. The study was conducted to improve speaking skills of grade V students of SDN Kemuning 2 Banjarbaru by using research procedures proposed by Kemmis and McTaggart; planning, action, observing and reflecting.

It was a cycle that was carried out in the study. After the first cycle was conducted, the researcher did reflection and revision to prepare the next cycle to make better improvement if the result of post-test are bad. The schedule of conducting the study was suited with the schedule of English subject of the targeted class. Each meeting lasted 60 minutes.

2. Population and Sample

The populations of this research were all of the students from the fifth grade of SDN Kemuning 2 Banjarbaru in the academic year 2022/2023. Meanwhile, in this reserach, they are 23 students as a sample.

3. Research Instruments

The researcher collected data through observation and test. The observation was done when teaching-learning process was running. The observation was conducted to gain information about the class situation, students, media, methods used by the teacher and to know whether the objectives of the teaching-learning were achieved or not. And the last data collection technique was testing. The

preliminary activity conducted to know the English speaking skill of the students was

pre-test. It was conducted before the cycle I was implemented. And the last was post-test which was aimed to find out whether the method that the researcher proposed improved the students' speaking skills or not. At the end, the results of both pre- and post-test would be compared.

While, the pre-test gave in the first meeting and it was used to know how far the learn with their own teacher before. Then, the writer gave treatment in the second and third meeting, and post-test is done to know the students.

Based on these considerations, in this study, the researcher used collaborative action research in which he cooperated with one of the English teachers of SDN Kemuning 2 Banjarbaru. The teacher acted as an observer while the researcher acted as teacher who taught by using Interactive games. The teacher was as an active participant who was not only functioning as an observer but also taking actions by making lesson plan and giving assessment. Then, she collected and analyzed the data together with the researcher. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

After implementing the classroom action research in the fifth grade of SDN Kemuning 2 Banjarbaru, the writer conducted the test in a cycle. To compare the test result between pretest and the tests in a cycle, the writer uses some steps. Those are calculating the students mean score of the test, ccalculating the students' improvement score from pretest to post test 1.

4.Technique of Analysis Data

In conducting this research, the procedure of data analysis would be collected from result pre-test, treatment, and post-test result. After collecting the data, the writer did some steps in analyzing the data.

Table 1. The classifications of minimum values completeness of SDN Kemuning 2

Score	Value	Category
90-100	4	Excellent
80-89	3	Very good
65-79	2	Good
55-64	1	Enough
0-54	0	Bad

(Taken from KKM SDN Kemuning 2 Banjarbaru)

The score of all tests from this research was setting up in the frequency distribution which is analyzed by using Mean. The formula of this statistic is suggested by Hady (2003:272). Then to find out whether the differences between pre-test and post-test is significant, the writer used the following T-score formul as suggested by Bunging (2005:191).

RESULT AND DISCUSSION

1.Result of Research

This research was conducted at the fifth grade students' of SDN Kemuning 2 Banjarbaru, on April 26th – June 29th 2023. Moreover, after giving treatment to the students in three meetings, the writer collected all the data needed from the result of pre-test and post-test. First of all, the writer would like to discuss the result from pre-test.

No.	Name of Students	Score of pre-test	Score of post-test
1.	AK	50	85
2.	AE	40	80
3.	HF	43	90
4.	EST	59	95
5.	MI	58	100
6.	NK	60	85
7.	IK	50	70
8.	DK	60	90
9.	AM	45	95
10.	RMS	45	100
11.	SM	55	85
12.	MI	59	100
13.	MLN	53	100
14.	NN	60	90
15.	NI	58	85
16.	RS	57	70
17.	RM	50	90
18.	RM	50	100
19.	RR	54	95
20	RN	58	85
21.	RM	37	90
22.	SN	60	100
23.	SZ	60	100
24.	UJM	55	90
25.	ZMI	59	90
26.	ZH	53	80
27.	RM	60	100
Total		1448	2440
Mean		53,6	82,9

1. Analysis of pre-test

From the table above, it can be seen the highest score of pre-test is 60, and the lowest score of pre-test is 37. Meanwhile, total of students' score is 1448. Next step is to find the mean score of pre-test.

2. Analysis of post-test

From the table 2 shows that the students' score are range from 70 to 100. The following is the mean score of the result of post-test. From the classification above, it can be seen that there is no students who got excellent score and most of them got bad score. Also, the score of the mean is 50. That is categorized as bad score. Therefore, we can concluded that the average of the young learners ability before the writer gave treatment were bad.

Meanwhile, based on the table above, it can be concluded that students' post-test is higher than pre-test. It means that, there are differences in both test. Therefore, teaching speaking by using interactive games helps students in improving their speaking skill.

From the classification above, it could be seen that there was contrasting result between pre-test and post-test score. In pre-test, almost all of students got bad score. However, we can see a significant improvement of the score in post-test. Most of them are get very good score. None of them got bad score. So, the writer concluded that the average of the young learners ability after the writer gave treatment were very good. The result of pre test and post are significant.

3. Discussion

The section discuss the research finding which has been introduced to previous section of this chapter, by maintaining the relevance with research problem to describe the use of interactive game in improving students' speaking skill. After analyzing the data, the research can be proved students' speaking skill by using interactive games at fifth grade students in SDN Kemuning 2 Banjarbaru.

In learning process, especially on speaking, the students usually depend on the teacher's explanation. It is means the teacher is the center or main resource in getting the knowledge. Therefore, the students are passive and just accept the material from the teacher. While, through using interactive games in teaching speaking, the teacher is as the facilitator. Teaching speaking by using interactive game encourage the students learn actively. The students look enjoyed in game, they give more attention and participation on game. They have opportunity to discuss and share the material. The use of interactive game script is helping the researcher to improve speaking ability in elementary school. The evidance, the experiment was conduct and the result is the use of interactive game can be applying in all of school, This strategy is beneficial for reviewing and integrating subject matter.

The finding indicated that there is a significant difference between the score of pre- test was 53, 6 and post-test was 82, 9. The use of Interactive game script in this research was suitable for the students. However, the students must learn more to increase their speaking ability, but by this technique it can help to measure their speaking. So that, the students got the confidence when speak to each other especially in front of the class. By learning game, they have brave when performance in front of the class. These are some of the benefit or positive impact by learning game, not only is able to increase their speaking ability but also their confidence in their life.

CONCLUSION

The result of this research the use of interactive game technique in classroom achieve more effective for students' speaking skill. In fact, the result of the test demonstrated that after the use of the interactive game technique in teaching and

learning process, the students' score has increased. The implementation of interactive games improved the students' speaking skill, especially their accuracy and interest by providing them with various topics, games, and activities. It was also found that using the language more often can improve their fluency. The indicators of the success of the implementation were that students were more motivated in learning English and to be involved in speaking activities. All of students were actively answer the question and give comment. In addition, the students were more active in the speaking activities during the teaching and learning process. Teacher are expected to teach them many kinds of activities in every meeting with kinds of pictures that make the students feel interested to do the activities. Furthermore, the findings were also supported by the means of the students' speaking score which had improved from 53.6 in the pre-test and to 82.9 in the post-test.

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