The Effectiveness of Using Communication Game Toward Students Speaking Skill

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Abstract

This article discusses about the practical in English teaching and science. The technique is Communication Games. To seek the effectiveness of using communication game to improve pupils speaking ability, it would give the speaking test to the pupils. The test was about giving the point of vocabulary, grammar, and comprehensions on speaking. The way is pupils divided into a group. One group consist of two-person, one pupil as A and another one is B and give them a different picture to performance the game, from those dissimilar pictures, obviously they have dissimilar info too and also, they will express their own idea to describe the picture in front of the class. This practical can be giving several paybacks among educators and the pupils. For the educators can develop their technique in learning and the for the pupils, they can enjoy and feel interest in obtaining ability in English.

Keywords: speaking; communication game; English teaching

INTRODUCTION

Language is a system for expressing a connotation. The main use of language is to interact and communicate. English is an international language, which has been used as means of communication in the world. Today, as stated by Keith (1983:7) that the attention in orthodox contemporary language coaching has been on language himself, it is offered that the main primacy has to give to the determinations that language aids, that is to roughly, communication. In addition, now communication turn out to be a most important of common communications, that the societies utilize not only to comprehend the people but also to endure in the bigger contemporary civilization. Therefore, language is the primary thing that they necessity.

Because language is the one of the important tools in human lifetime, it emerges a query, what kind of the language that utilize by persons when they converge from different states on the same moment? Most of people answer for that question said English. As an international language, English take hold main role from many languages in the world. It means that English is a language that able to use by people in order to communicate with others people around the world. When people want to study abroad, they have to take language pruriency test, like TOEFL, IELTS and etc for their guarantee to be able survive there. Learning English means that learning all parts in that language such as structure, grammar, speaking, listening, reading and other. They have very closed relation to each other.

Related to the case above, many researchers look-for and create several ways how to teach English effectively. There are many approaches and method which realized to produce the aim of

teaching English itself. For example, to teach the communication itself, Hymes (1986: 69) states about the one solution to teach and develop the communicative competence. Communicative competence here is mean as what Talker to recognize in order to be communicatively skilled in a discourse public. It funds that, meaningful the arguments and sentence are not sufficient for the pupils, but also the pupils must know about the many languages' linguistic element appropriately on spoken English.

English has four skills to be acquire, there are reading, speaking, listening, and writing skill. Speaking ability seems instinctively the most necessary skill to major. To mastering English, pupils ought to master four basics skill in English like Writing, Reading, Listening and Speaking. Between of them, speaking look to be the utmost necessary because it is a real defiance to the most language learner. It is the way for pupils to make a conversation, precise their idea, intention, opinion orally. By conquering English speaking ability, pupils could try to talk dialogue with others people or offer an idea and also switch the information.

Principally the pupils are tricky to express English. Peny Ur (1996: 121) stated some difficulties on the speaking there are inhibition, nothing to say, lower or uneven participation, using mother tongue. From the definition above, it can be interpreted that speaking require some degree to learn, the learners not only feel less confident but also worried to make mistake. They cannot think about what they want to say and the most population in their community are the same mother tongue which causes their friend give the bad tendentious if they are trying speak English and making some mistakes.

Feeling clumsy is always a a major problem subject for pupils in English learning particularly in speaking. Therefore, it take along about painful to use the goal language toward pupils ultimately. Ocasionally, the pupils feel shy and not as much of confident while they try to speak English particularly throughout classroom activity. Even less, they feel disgrace and fearful in making fault. Aside it, the educator train English issue is monotone and using conventional approach, that is the educator just order the pupils to speak verbally the text or dialogue which has written on the pupils textbook as well as they write the purpose of the dialogue. After that, the educator order the pupils to repeat after the educator finished to talked all of the dialogue.

To know the pupils are understanding the lesson, the educator order the pupils to play out and practicing the dialogue in group by using their textbook. The educator rarely asks the pupils wether they know how to use of those expression in real situations. Thus the pupils practice and interpret the dialogue based on the educator meaning before devoid of founding when they use those expression in a real condition. Thus, when they inquired by somebody about something by using the expression they not ever recite or memorize before, they will fall silent.

Communication game stand on of two words those are 'communication' and 'game'. Oktarina and Abdullah (2017: 1) stated that Communication is a human activity to understand each other or understand a message conveyed by a communicator to the other person. It means that communication is created from two people as a sender and receiver which has mean in order to build a connection between

them. Meanwhile, Wright, Betteridge and Buckby (2006: 1) said that "Game is to mean an action which is enjoyable and attractive, often puzzling, and action in which the pupils play usually interrelate with others. It means that game was an action that will give excitement in learning process among educator and the pupils.

Harmer (2001: 349) said in his book communication game is a games which are considered to incite the communication between pupils repeatedly hang on an information gap so that on pupil has to dialog to a companion in order to crack a riddle, draw an image (define and draw) set thing in correct command (define and array) or treasure comparisons and dissimilarities between images. It means that communication game describes as a device of games that is considered to assistance the pupils in English learning to make the chirpy activities and it is intend to get learners talk as fast as fluently. As stated that communication game is an alternative that can be used to train speaking. Everyone believe that teaching process through communication games will give a exciting.

Wright, Betteridge and Buckby (2006: 2) said in their book, games offer single method of assisting the pupils to understanding language quite than simply to study it. It means that games can make the learning are enjoyable and it can stimulating pupils interaction with others. These games not only push the pupils to be energeticly participated in the activities happen in the classroom but also gain their confident to dialogue with their friend. It is very vital for learners to sense comfy with both other and confidents in themselves.

Refers to the explanation overhead, It can be conclude that Communication Games may be use to increase pupils speaking ability. The communication game can give the opportunity for the pupils for expressing their own idea and speak with the materials that has given by the educator. This technique can very useful for the educator in practicing English learning process to incrase the lack of the pupils in speaking English.

Refers on the backdrop above, the researcher purpose to frame the statement of the problematic as follows, How is pupils speaking skills before and after communication game 8th grade of SMPN 2 Rangkasbitung Lebak ? How is the effectiveness of using communication games in speaking subject at 8th grade of SMPN 2 Rangkasbitung Lebak ?

RESEARCH METHODOLOGY

This research using an experimental research. Nunan (1992: 230) stated that Experiment is a steps for test the hypotesis by set up a fettle in which the power of the relation among variables can be test. It can be said that experimental is a research method which can test the hypothesis.

The researcher use quasi-experimental research, because the purpose of the method is to come across effectiveness of a treatment. there are two classes that have been selected which are equal in ability and the number of classes. The decision of the sample conducted do not have randomly and the result is definite from pre test and post test which has given from both control and experimental class.

Alongside that the researcher will use pre-test and the post test on the way to the matter of the investigation.

This research taking place in SMPN 2 Rangkasbitung at 8th grade class. The population of the 8th grade are 340 pupils which consist of nine classes such as class VIII A, VIII B, VIII C, VIII D, VIII, D, VIII E, VIII F, VIII G, VIII H and VIII I. From the nine classes the researcher take the sample are two clasess, class 8th A act as experiment class and class 8th C act control class. Each class are equal in abilty and the total of the pupils consist of 40 pupils.

The procedure of collecting data, the researcher usages test. The researcher will utilize pre test and the post test. The pretest will held one both of control and experiment class, that is held in the first gathering in order to know base of pupils speaking comprehension. The researcher will give few conversations, the example of the conversation look like several expression conversations. It will consist of 3 items topic like to tell about; introducing, simple transactional and interpersonal dialogue. The researcher analyze the vocabulary, grammar and comprehension all of the pupils.

After the researcher knowing the socre from the pre-test from both of the classes. The researcher give the treatment in experiment class. Afterwards, the researcher give post test who will conduct once to experiment and control class. The post test will give after treatment. The post-test will give several conversations too, the conversation which have some expression conversation and describing a picture by the pupil in front of the class one by one from each group. Regarding with the validity of the test, the researcher uses Hughes (1989: 111) as criteria of how to quantify oral test, the description likely mention such as Accent, Grammar, Vocabulary, Fluency and Comprehension which has own score on each criteria.

Before the educator start to teach, the educator should prepapre the materials. It can take from the lesson plan (RPP) and the syllabus which can compatible with the topic that will teach to the pupils. Therefore, the educator should decide well the preparation of the materials. Communication game are expected to be efficient for educator in provocative the pupils to be more successful language learner on speaking. There are many types of games on using Communication game. The researcher will chose information gaps as the technique in experiment class.

First, the educator should prepare the material on speaking such as expression, vocabulary, picture, and other media which can expose English speaking of pupils. Second, because it is classroom activities where the educator make group, one group consist of two pupils, it can be pupil A and pupil B. Third, the educator will provide them disparate images to play the game, from the disparate images, presumably they have the disparate information. The last step, each pupils must treasure info on their partners image by inquire a question by using object language after they get the supposed information. Sometime while in the activities pupils get miss ones way or can not think of what they want to talked because they mist the idea that their educator supposes from them. Hence, the role of the educator were needed here to help them by giving some suggestion that pupils will not numb end of the idea of

language. Then, the learning may be seen as a process of growth interaction among pupils, educator, text and activity. It can conclude that the good material would be worthless without any cooperative work among pupils, educators, and activities.

FINDINGS AND INTERPRETATION

After doing several test and do the treatment for experiment class, it have been found there are the positive significance to the experiment class in speaking. The accumulative rate valuation result before adjusting Communication Game treatment is 1320 point. The mean of the pre-test (M_2) result is 33 and the accumulative of the valuation result after adjusting Communication Game treatment is 2031. The mean of post-test (M_1) result is 50.77.
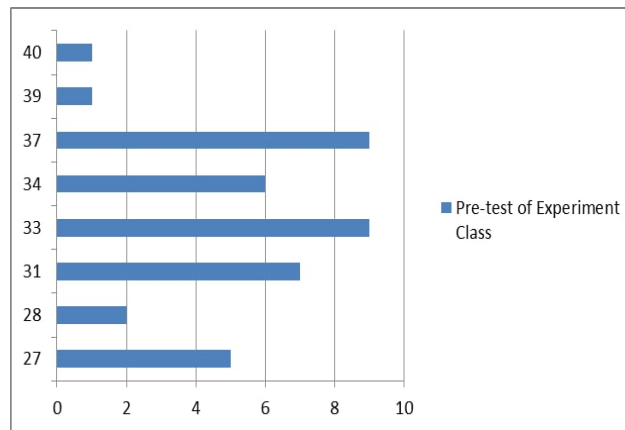

Picture 1. Pre-test of Experiment Class
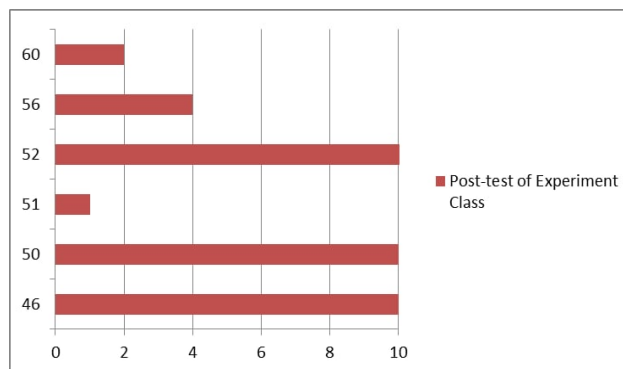
The Pre-test from the chart overhead displays the deepest of pre-test in class of experiment is 27 points, it was acquired by five person and the top score of pre-test is 40, it was acquired by one person and other pupils got 28, 31, 33, 34, 37, and 39 points. The chart above shows the deepest of post-test in class of experiment is 46 points, it was acquired by ten person and the top point of the pre-test is 60, it was acquired by two person and other pupils got 50, 51, 52 and 56 points. From the calculation above, the researcher knows that from the class of experiment, the pre-test displays the deep score is 27 and the

top point is 40. From the post-test displays deep point is 46 and the great point is 60. There are increasing point between of pre-test to post-test, and their points are very upright and display enhancement.

The cumulative value assessment in class of control has an outcome is 1089. The mean of the pre-test (M_2) outcome is 27.22 and the accumulative of valuation outcome is 1613. The mean of the post-test (M_1) outcome is 40.32.
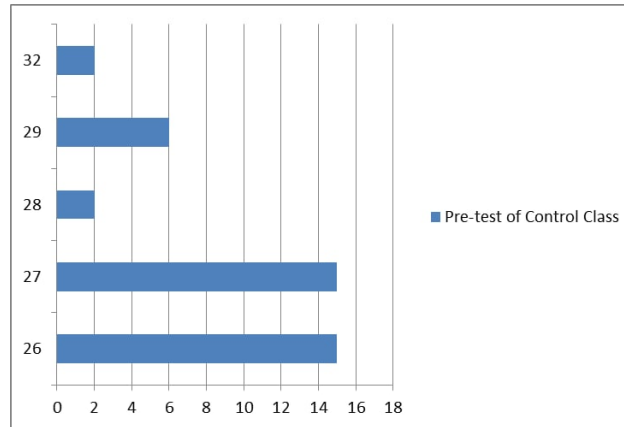
Picture 3. Pre-test of Control Class
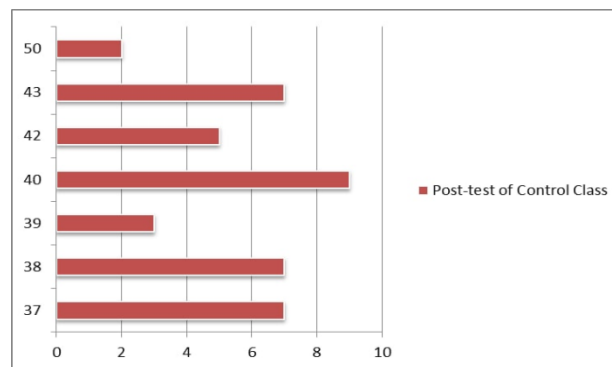
Picture 4. Post-test of Control Class

The chart pre-test overhead displays the deepest of the pre-test in class of control is 26 points, it was acquired by fifteen person and the top point of the pre-test is 32, it was acquired by two person and other pupils acquired 27, 28 and 29 points. The chart overhead displays the deepest point of the post-test in class of control is 37 points, it was acquired by 7 person and the top point of the pre-test is 50, it was acquired by two person and other pupils got 38, 39, 40, 42 and 43 points.

Afterward receiving the files, the researcher evaluated it using the calculation of the statistic to decide the files. Investigation was finished to identify the diversity between the result of the post-test in calass of experiment and control and to discover out how Communication Game technique is effective toward pupils speaking skill. From the files overhead, commonly the point of the post-test in class of experiment was improved than the point of the post-test in class of control. It can be seen from total amount of the point of the post-test in class of experiment about 2031 and the pre-test about 1320, and middling of the post-test about 50.77 and the pre-test about 33. In class of control the point of the post-

test sum about 1613 and the pre-test about 1089, and middling of the post-test about 40.32 and the pre-test about 27.22.

Refers on the outcome of the calculation of the statistic, it is found that the t^0 is 13.75 with the freedom is 5%. The rate of 78 in table is 1.99 within 5 % and 2.64 within 1% (as gradation of implication). To verify the hypothesis, the files gained from the class of experiment is premeditated by using t-test formula with assumption as follow :

If $t_{observation} > t_{table}$ the alternative hypothesis is accepted. It means there is significanct effectiveness of using Communication Game technique on pupils speaking skill.

In case $t_{observation} < t_{table}$ the alternative hypothesis is disallowed. It earnings there is no significancies efficiency of using Communication Game technique on pupils speaking ability.

From the result of the research, the mean of the pre-test score acquired by the pupils in class of experiment = 33 was bigger than class of control = 27,22. The high of the pre-test point in class of experiment about 40 and class of control about 32. The deepest point of the pre-test in class of experiment class about 27 and class of control about 26. Therefore, the spreading of the pre-test point in class of experiment is higher than in class of control. The mean of the post-test point in the class of experiment = 50,77 higher than class of control 40,32. The high point of the post-test in class of class of experiment about 60 and class of control about 50. The lowest point of the post-test in experiment class was 46 and control class was 37. Thus, the distribution of post-test score at class of experiment was higher than the class of control. According to the result of the data, the value of $t_{observation}$ is bigger than t_{table}. It means $t_{observation}$ (13.75) > t_{table} (1.99) in 5%, and $t_{observation}$ (13.75) > t_{table} (2.64) in 1%. So Ha is accepted and Ho is rejected.

Founded on the report upstairs and the outcome of investigation on Regular Deviation board, It could seen that the outcome of experiment after training pupils speaking ability utilize Communication Game technique acquire greater point than the outcome of experiment before training pupils speaking skill utilize the Communication Game. It can be decided that learning pupils speaking ability utilize Communication Game are accepted.

The learning of communication game can increase pupils English speaking skill. This is because pupils are very happy and enjoy the game. They can enthutiastic on following the learning and can express the words by describing the picture that has been given. By using the picture, ths pupils motivated talking in describing it. According to Michael J Wallace in Dewi R.S (1987 : 64) stated that languages games are use for the intensify the pupils motivation and the positive aura in the class. it can be defined that communication games is the is set of the good games to provoke pupils interaction in describing something by their own idea.

Rahayu and Jufri (2013: 496) said that using games technique can applied in helping pupils speaking skill with fun and active way to make pupils active and engage the learning. It show that using game can be the one solution for make pupils engage the class. they do not feel bore and awkward more in

speaking on English. It will make the learning are not only focus on educator but also it will be focusing on the pupils as the center of learning.

CONCLUSIONS AND SUGGESTION

Founded on the experiment problem around "The students speaking skill before using Communication Game technique and the effectiveness of Communication Game technique toward pupil's speaking ability at the 8th Grades of SMPN 2 Rangkasbitung can be applied in helping pupils to improve their speaking skill with the joyful learning.

The researcher proposes to suggestion some recommendations that could be more suitable not only for educator as the practicioner but also for the pupils as the learners. By using the Communication game can be used for the educator to change their teaching style and make a communicative learning among educator and the pupils. Give some fresh new treatment to the pupils are necessary in order the learning process does not monotone. It will help the pupils will enjoy and more understand the materials and they don't feel bore.

And for the pupils, they have more energetic and more spirit in training the teaching process. Practice to voice on your own, remember various words, looking foreign movies as audiovisual and listen the dialogue or English songs from tapes, understanding a foreign tales or files for growing the language and try on training their g in English.

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