Improvement Of English Speaking Ability Through The English Game In Class Viii Students Of SMP Negeri 6 Kecamatan Kupang Tengah

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Abstract. This study aims to determine the improvement of speaking skills through the Forced Cultivation Model Group Discussion method which includes: (1) a description of involving all students actively in learning activities, (2) a description of improving speaking skills through the English Games method. This research was conducted in SMP Negeri 6, Central Kupang District, with class VIII students in 2019/2020 with a total of 22 students. The Classroom Action Research (CAR) was carried out in three cycles, namely through the stages of planning, implementation, observation, and reflection. The research data was gathered through observing student activity sheets, test, student achievement learning competencies tests, interviews, and questionnaires. The results of the study were, (1) the English Games method proved to be able to actively involve all students in learning activities, (2) the English Games method proved effective in improving English speaking skills.

Keywords: English Speaking Ability, English Games

1. Introduction

The ability to speak (speaking) is a measurement tool in English subjects, while the mastery of English is inseparable from three other elements namely listening, reading and writing. Ideas that are supported by ideas in English are then approved proficient in English [1]. However, in the learning process students still have difficulty in English, due to grammar, vocabulary and types of words. Students solve difficulties in learning sentence vocabulary and pronunciation. Therefore, the ability of English students still needs to be improved, by providing goals to students to work on four components namely, listening, speaking, reading, and writing.

SMP Negeri 6 Kupang Tengah District, Kupang Regency, includes English subjects in the school curriculum in the hope that students can understand and be able to speak English properly and correctly in accordance with the learning objectives. Among the four abilities above, speaking becomes a major problem for students of SMP Negeri 6 in Kupang Tengah District, Kupang Regency, especially in class VIII. A problem that is often encountered, students have the ability in English but cannot pronounce correctly. This can be seen from their scores which are still below the Minimum Completion Criteria (KKM) from the pre-test results. The English KKM at SMP Negeri 6 in Central Kupang District is 60, both in terms of achieving knowledge and skills. The most common obstacle is their low ability in terms of speaking skills (Source: English teacher).

One reason for the low student scores is influenced by the use of teaching methods that are less precise in the process of learning English. Therefore, efforts that need to be made to improve the process of learning English are to use the Contextual, Contextual and Teaching Learning (CTL) Approach, a learning concept that helps teachers link between the material being taught with the real world situation of students and encourage students to make connections between knowledge and its application in their daily lives. This learning involves seven main components of effective learning, namely constructivism, asking questions, discovering, learning communities, modeling, and actual assessment.

Based on this description, this problem focuses on how the learning process uses games for VIII grade students of SMP Negeri 6 Kecanatan Kupang Tengah, Kabupaten Kupang in the 2019/2020 Academic Year and what the results were of improving speaking English to these students. The value of educational games has been increasing in language education since they helped to make language education entertaining [2]. Games can be media that will give many advantages to teachers and the students either. From this explanation it can be concluded that the game is a medium that will provide benefits for teachers and students in increasing language knowledge if language knowledge is taught in a fun way. Teachers can use technology to create games as a medium of learning [3]. The use of technology and media in learning can help improve the quality of learning itself [4].

The research can be useful for teachers, namely, as information about appropriate learning methods for teaching speaking material. To improve student achievement and value in learning speaking material; increase student learning motivation in speaking material.

2. Research Methods

This research is Classroom Action Research (CAR) that is reflective, participatory, collaborative, and spiral, it aims to make improvements to the system, work methods, processes, content, and competencies or learning situations. The study was conducted at SMP Negeri 6 Kecanatan Kupang Tengah Kupang Regency with the subject of class VIII students in the 2019/2020 Academic Year.

In this study, the cycle is used to determine the level of change in students' abilities before and after using the English Games technique in an effort to improve speaking skills in class VIII SMP Negeri 6 Kecanatan Kupang Tengah Kupang regency. There are four common stages namely (1) planning, (2) implementation, (3) observation and evaluation, and (4) analysis and reflection [5].

2.1 Research Stages
This study uses three types of instruments, namely: (1) questionnaire, which is used to gather information about students' responses to speaking ability. (2) The test, which is given twice, once at the beginning before applying the cycle, and a second test is given after the initial cycle. This is intended to find out the development of students after using the English Games method to find out the improvement of their speaking skills. (3) Field notes, which are additional notes when applying game methods, as well as getting data in the field.

2.2 Data Collection
Data collection was carried out using two instruments. First, the speaking test instrument is to obtain students' speaking skills data. Second, observation instruments to obtain data about

student motivation. There are five indicators included in the speaking skills test, namely utterance, fluency, structure, vocabulary, and understanding. As for the observation instrument, there are four indicators which include work, curiosity, interest, and competition. The ideal score used in the test is 4.

3. Results and Discussion

3.1 Results

This research consisted of three cycles conducted in six meetings. Each cycle consists of four things that contain a plan, implementation, assessment, and reflection. Research groups consist of one chairman and three members. In every process of spending in each cycle, carried out by an English teacher.

Research groups consisted of four people acting as observers making initial observations as for planning material. The results of observations of students' speaking skills obtained scores for utterance was 1.2; the score for fluency was 1.2; the score for structure was 1.1; the score for vocabulary was 1.2 and the score for understanding was the same as vocabulary which is 1.2. While the results of observations on student learning motivation obtained scores for working are 2.2; score for competition 2.2; the score for curiosity was 2.1; and the score for mood was 2.3.

Cycle 1

Based on observations, then action plans are arranged. Cycle 1 is carried out in six meetings. In implementing or implementing actions, the teacher uses six different types of English Games, namely guess the job, guess the mime, I spy, describe it, yesterday afternoon, and have you cleaned the board?. The following is a table that shows the development of students' speaking skills during six meetings.

Table 1. *Speaking Skill* of the Students at Cycle 1

Meeting	Average Score of Indicator				
	Utterance	*Fluency*	*Structure*	*Vocabulary*	*Understanding*
1	1,2	1,2	1,1	1,2	1,2
2	1,2	1,2	1,3	1,5	1,4
3	1,3	1,4	1,5	1.5	1,5
4	1,7	1,6	1,6	1.7	1,5
5	1,9	1.7	1,8	1,8	1,7
6	2,1	1.9	1.9	2,1	2,2

The researchers both the chairperson and the members also observed student learning motivation. To observe student motivation, researchers and observers refer to working, competition, curiosity, and mood indicators. Each of these indicators scores as follows: working 2.2, competition 2.2, curiosity 2.3, and mood 2.5.

The researchers and observers then discussed two things, namely, speaking skills and student learning motivation. Student achievement scores for these two things are still low and unsatisfactory. This is due to the character of students who are still shy, still taunting each other or laughing at friends who cannot or who don't want to try, have not studied seriously, and learning styles are still slow. Because the scores obtained are still not satisfactory, the action is continued to cycle 2.

Cycle 2

Based on data obtained from cycle 1, the researchers together with the observers then planned for cycle 2 which was also carried out in six meetings. In cycle 2, there are six games planned, namely if I go to, crisis, desert island game, famous people, shall I? and would you ?, and moment in history. The following is a table that shows the development of students' speaking skills in cycle 2.

Table 2. *Speaking Skill* of Students at Cycle 2

Meeting	Average Score of Indicator				
	Utterance	*Fluency*	*Structure*	*Vocabulary*	*Understanding*
1	2,2	2,1	2,1	2,3	2,3
2	2,3	2,1	2,2	2,3	2,4
3	2,5	2,3	2,0	2,3	1,7
4	2,5	2,3	2,2	2,3	2,1
5	2,4	2,5	2,4	2,5	2,3
6	2,5	2,5	2,4	2,5	2,3

From the table above the difference in the students progress in speaking skills in cycle 2 when compared to cycle 1 can be seen. The average score of students' motivation also rises compared to cycle 1 with successive scores for working, competition, curiosity and mood being 2, 6, 2.7, 2.9 and 3.1. Student development, in both speaking ability and learning motivation increased. It's just that student achievement is still not satisfactory, especially for the ability to speak. Therefore, the action is continued to cycle 3..

Cycle 3

Data obtained from cycle 2 shows that there has been an increase in the ability to speak and student motivation. Specifically for student learning motivation, researchers and observers assume there are no longer significant obstacles. Therefore, in this 3rd cycle researchers and observers focus on improving students' speaking skills without ignoring student motivation of course. Researchers rearranged various games, namely guess where ?, whose is this ?, adjective match, Aunt Betty's cat, big eaters, and plural tennis. Cycle 3 consists of five meetings. Here is a table that shows the development of students' speaking abilities during cycle 3.

Table 3. *Speaking Skill* of Students at Cycle 3

Meeting	Average Score of Indicator				
	Utterance	*Fluency*	*Structure*	*Vocabulary*	*Understanding*
1	2,4	2,2	2,2	2,5	2,2
2	2,4	2,5	2,2	2,7	2,5
3	2,5	2,8	2,5	2,9	2,5
4	2,8	2,9	2,8	3,2	2,8
5	2,8	3.1	2,9	3,2	3,2
6	2,4	2,2	2,2	2,5	2,2

From the table above, it can be seen that the development of students' speaking skills is increasingly rapid and satisfying. The average score of students' learning motivation also rose compared to cycle 2 with successive scores for working, competition, curiosity and mood being 3.5, 3.5, 3.4, and 3.4. Because the average score obtained by students, both for speaking skills

and learning motivation has increased satisfactorily, then this class action research was stopped after the 3rd cycle.

3.2 Discussion
Speaking Skill

Students' speaking skills can be improved through several strategies or methods, and one of them is through language games. Adji (2007) has conducted research to improve students' speaking abilities through the modified snake and ladder game more fully. Somantri (2003) uses language games - Thematic Simulation, where he designs games using themes such as markets, transportation, hospitals, and so on. He said that this game was very fun, changed the classroom climate to fun and could improve students' speaking and writing skills.

Whereas Jafrizal (2003) conducts classroom action research to improve students' creativity and speech through KWL (Know-What To Know-Learning) and language games. This technique can significantly improve English language skills and student confidence. Sasmedi (2008) has also conducted research aimed at improving students 'speaking abilities by using pictures in pairs, which is one of the language games. The results of this study indicates that the use of this game can increase students' motivation in speaking English.

The researchers and the observers discuss the development of students' speaking skills starting from before the implementation of the action to the last cycle. From this data researcher found a significant increase. There are five aspects observed in speaking skills, namely utterances, fluency, structure, vocabulary and understanding which can be seen in the following table:

Tabel 4. Comparison of Students' *Speaking Skill*

Time	Average Score of Speaking Skill				
	Utterance	*Fluency*	*Structure*	*Vocabulary*	*Understanding*
Before PTK	1,1	1,2	1,1	1,2	1,2
Cycle 1	1,5	1,5	1,5	1,7	1,7
Cycle 2	2,0	2,0	2,1	2,4	2,5
Cycle 3	2,5	2,8	2,8	2,8	2,8

Learn Motivation

To observe student motivation, the researchers designed a score rubric that could access student motivation. The indicators contained in it consist of working, competition, curiosity, and mood condition. Based on the results of the research described earlier, we can compare as follows:

Tabel 4. Comparison of Students' *Learn Motivation*

Time	Average Score of Learn Motivation Indicator			
	Working	*Competition*	*Curiosity*	*Mood Condition*
Before PTK	2,2	2,2	2,1	2,3
Cycle 1	2,2	2,2	,23	2,5
Cycle 2	2,6	2,7	2,9	3,1
Cycle 3	3,1	3,3	3,2	3,3

4. Conclusion and Suggestion

4.1 Conclusion

Based on the results of research and discussion, there are several things that can be concluded. First, there is an increase in students' speaking skills after the application of learning with English Games. Second, there is also an increase in student motivation after applying learning with English Games. Third, in addition to the application of learning with English Games, there are also allegedly other factors that encourage increased speaking skills and student motivation, namely the teacher, student conditions, time and place of learning, and learning topics.

4.2 Suggestion

The following are some suggestions related to this research. First, the teacher of the influential English subject at school should apply learning with English Games if they find that their students are weak in speaking skills and motivation. Second, the teacher should be in the process of teaching English using varied learning methods that emphasize the Student-Centered Learning method, so students are more motivated to learn and be more creative. Third, the process of teaching English specifically for improving speaking skills, teachers should really understand English Games before practicing it.

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