EMPOWERING SPEAKING ABILITY FOR EFL STUDENTS USING PSYCHOLOGY GAME TECHNIQUE TO THE SECOND GRADE STUDENTS’ AT SMAN 2 BULUKUMBA

Saiful¹, Rina Asrini Bakri², and Ilmiah³

¹Universitas Muhammadiyah Makassar
²STKIP YPUP Makassar
³Email: saiful@unismuh.ac.id

Abstract. The aim and cord point of this research is to apply psychology game in order to improve EFL students’ speaking skill. The researcher employed quasi experimental method for the study. The data resources was 40 students at the third grade students of SMAN 2 Bulukumba, they were choosen randomly. The instrument for the research was the speaking test. In analyzing data the researcher collected the speaking test in line with the instrument test and analyzed in scoring, fluency, accuracy and comprehensibility of the students speaking. From all the data, the result of posttest showed higher than pretest result using psychology game in learning speaking of SMAN 2 Bulukumba. It was proved by the t-test (4.405) greater than t-table (2.024). it means that the students speaking achievement can be built. Besides the study explained that comparing the students pretest and posttest (31.35<59.50), the students in class II IPA 2 and II IPA 1 (25.10< 36.30) have a significant difference which the students who treated was better than the student in a control class. The result of the research showed that The speaking ability of the second grade students at SMAN 2 Bulukumba has been improved after having and applying psychology game.

Keywords: Psychology Game, EFL Students, Speaking, Fluency and Accuracy.

INTRODUCTION

Communication is a way to convey information from one person to another person or from one group to another group. The surface of this sound like comparatively simple procedure. According to Beal in Hoff (2009), communication depends on understanding 1) that mental entities such as knowledge, thought, exitx and belief, 2) that others may not share your knowledge, thought and belief, 3) that the information in one mind can come to share it is transmitted in a message, but the message has to include all the information to be transferred. Therefore communication is to inform information which is useful for others in order to understand the cord of the news telling by the informer.

Language as a medium of communication to support the development of the society relationship all over the world. English is used in international communication therefore, we have to learn English as a foreign language based on the curriculum which is taught from elementary school up to university level. In this case, the writer as an English lecturer will more focus the attention to the teaching of English. There are four skills in learning English, they are listening, speaking, reading and writing among those speaking is difficult to master.

According to Mora (2011) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills because students can express themselves and learn how to use a language.

The research location in Bulukumpa district Bulukumba regent, the distance from makassar city is approximately 185 km. Based on survey conducted on April 27th 2016 with the interview of the English teacher of the third grade in SMAN 2 Bulukumba stated that the problems faced by the students in speaking are, firstly the
students feel ashamed and afraid to speak English so they need to practice and use the target language and also they always use mother tongue in the classroom and the students have low motivation in speaking English. Secondly we interviewed some students and they said the teacher did not use variety of teaching such as visual aids. The students at this school almost a few of them can speak English even little, the problem actually about timing in learning. There are not additional extra time for studying English because the area is far away from town and no such as English Course class. But even there exist some place like an English Course it is not possible for students to pay because they are in low economy level. That is why the researcher is called to conduct this research in this school so it will be beneficial contribution for students to improve their ability in speaking class and we believe here that the result of our observation will deliver young generation with good English speaker after applying the technique and giving them the treatment.

We also believe that the technique used by the teacher must be improved. Therefore the teacher has to motivate the students to learn English in the class and create the method of teaching so the students will feel relaxed freely in using English in the classroom (Romadlone et all, 2018). Moreover, the teacher must make afford to understand the material well in learning English, so that the students have to practice and practice again, then the teachers or English facilitators are shaping the inputs, motivate students attention managing the learning strategies and promoting language practice to use language skill effectively.

Based on several problems discussed previously, the writer created a good atmosphere in the classroom. However, the real situation in class is in contrast. There are many things that can be a solution, one of them is the writer must create the situation that can encourage real communication at SMAN 2 Bulukumba. The students’ has ability in speaking English but sometimes the students’ feel bored as suggested by the teacher find the good technique, so the writer though more how to make the students enjoyable and the students can produce individually. In this research the writer used psychology game as a technique to improve the students speaking ability.

Psychology games giving more opportunities to students make turns in speaking about the characteristic of people based on their pictures during the time allocated. The writer assumes that a psychology game was the combination between language practice and fun. In this game, students can express their idea freely because they do activities with their friends, this game is also easy to admit and they are flexible in term of subject.

**RESEARCH METHOD**

The researchers classifyied the population first by listing down all the members of the population. The total number of students is 350 students in academic year 2015-2016. In this research, the population around 40 students took from second grade Students in class XI IPA1 and XII IPA2 at SMAN 2 Bulukumba.

Based on the population, the researchers used purposive sampling and the sample took from third grade of natural science. The certain reason takes the third grade as a sample because on this level the students have much knowledge about speaking proficiency to be improved in Psychology game. One of two groups was chosen as experimental group and the other as the control group. Number of all sample was two classes and 40 students; 20 students of class XI IPA2 and 20 students of XI IPA1. Dealing with the sample size of experimental research, 40 students representatively enough to be the sample of this research. In foreign language study, the way to choose sample is truly important to be noticed meticulously. (Jufri, 2007).

In collecting the data, the researcher used two kinds of instruments namely speaking test. Speaking test consist of pretest and posttest. The students given a piece of paper which contains a picture and three untill five questions and students free to take one question and presented it in front
of the audience (oral presentation). The form of question in pretest was similar with posttest. The questions of pretest and posttest were the emotions of speaking performance during treatment.

The research was applied Quasi-Experimental design. Research design used nonequivalent control group design. Treatment group was given pretest, adminster treatment, and posttest. One group randomly was assigned to the experimental group and the other group was assigned to the control group (Gay, at al. 2006; 255).

RESULT AND DISCUSSION

The findings were presented according to the data obtained through the communication activities in order to get the students speaking achievement after being taught by using psychology game technique. The findings reported in this chapter were based on the analysis of the data collected from two classes, for one class the writer took 20 respondent from class 2 IPA 1 and 20 respondent from class 2 IPA 2. The finding of this research deals with the students scores of pretest and posttest. The frequency and rate percentage of the students scores in pretest and posttest. The mean scores and test value. The data of this findings were analyzed into mean score formula and the student’s scores were classified from very poor up to excellent category. The data would be analyzed by using SPSS 18.

After tabulating and analyzing the students score the writer then counted the rate percentage of the students’ speaking achievement in pretest and posttest and the students’ scores were classified into six categories that is excellent, very good, good, average, poor and very poor categories. These classifications were used to find out the effectiveness of psychology game as a technique in teaching speaking skills at the first grade students’ at SMAN 2 Bulukumba.

The data of experiment class shows that the rate percentage and frequency of the students speaking achievement before applying psychology game. There were 17 (85%) out of 20 students got very poor scores, 3 (15%) students’ got poor scores, none (0%) students’ got average scores, (0%) students’ got good scores and none student got very good and excellent score. Control group shows that the rate percentage and frequency of the students speaking achievement before applying psychology game. There were 19 (95%) out of 20 students got very poor scores, 1 (5%) students’ got average scores, none (0%) students’ got poor scores, (0%) students’ got good scores and none student got very good and excellent score. After being giving several treatments the writer then gave the students posttest and their scores were rising significantly.

The Post-test data of experiment class shows the rate percentage and frequency of the students’ speaking achievement in the posttest after having treatment by using psychology game. There were 3 students (15%) got very poor scores, 9 (45%) out of 20 students’ got poor scores, 3 (15%) students’ got average scores, 2 (10%) students got good scores, none 3 (15%) students got very good and none of the student got excellent scores. While, The Post-tets data of control group shows the rate percentage and frequency of the students’ speaking achievement in the posttest after having treatment using psychology game. There were 14 (70%) students got very poor scores out of 20 students’, 5 (25%) got poor scores, 1 (5%) students’ got average scores, and none (0%) students got good, very good and excellent scores.

In relation the data of the students’ scores obtained from the pretest and posttest. So the comparison of the students’ achievement through the both table of rate percentage above approves that the result of the students speaking scores achievement in the posttest was higher then the pretest and then the rate percentage above show the significant difference students’ score that got treatment. The students in class II IPA 2 improve their speaking but in another not really difference.

From the analysis using SPSS, show that the t-table value was smaller than the t-test value of students speaking achievement where the value of t-test was 4.405 and the value of t-table 2.024 or it can be said that 4.405 > 2.024 when the t-test value is greater than t-table value. In order to know
whether the score of pretest and posttest were significantly different at the level significance 0.05, with the degree of is 38 (df = n1 + n2 - 2 = 38). So the t-test Statistic analysis show the null hypothesis (Ho) of this research is rejected and the alternative hypothesis (H1) is accepted because there is a significant difference between pretest and posttest.

From the analysis above the writer concluded that there was a significant difference between pretest and posttest score of the students speaking skill after presenting psychology game as a technique. It means that psychology game effective to improve students’ ability to speak for the first grade students of SMAN 2 Bulukumba and this technique is a good to be used in teaching speaking. The researcher concluded that there was a significant difference of the students speaking achievement of II IPA 2 as a class experiment and the II IPA 1 as a class control. The result of students who got treatment was better than the students without treatment.

The application of psychology game as a teaching technique at the first grade can improve the students to speak English. This was proved by the t-test value of students with the degree of freedom (df) was 38 and the mean score of students’ posttest was higher than their pretest scores.

The technique which was applied to teach English in order to improve the speaking skills of the second grade students of SMAN 2 Bulukumba was psychology game technique. This technique was able to improve the students to speak become better than before. Naturally, there are many models of different learning styles in education. The most widely used is the VAK learning styles model, developed by Neil Fleming in Education. Com (2013), a high school and university teacher from New Zealand. Its letters stand for the three learning styles: visual, auditory, and kinesthetic. Fleming later added a fourth, read/write, changing the acronym. As a teacher, your best option is to use a variety of teaching techniques to give all students the best chance to succeed.

Every language has two kinds of skills. The first one is the receptive skill which involves two aspects: understanding and reading; and the second one is the productive skill, which involves writing and speaking. Bygate in Education.com (2013) stated that "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages". The idea was to invite our students to talk to each other by using games as the main strategy. Being in a classroom learning a language is essentially a social experience and should be memorable. In part, this is because of the relationship forged during a time of being and learning together. In fluency work, our aim was to make learners less conscious of their vulnerability in the target language by challenging them to become interested in participating. Along with this, Byrne in Education. Com (2013) stated that "The main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or gets impatient). To attain this goal, the students had to move from the stage where they merely imitate a model or respond to cues to the point where they could use the language to express their own ideas". Taking into account Byrne's concept, we used fun and interesting games in our project in order to motivate and help students move from the imitation stage to the production stage.

According to the idea mentioned above, Mora & Lopera (2001) stated that "games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students”. We think that motivation plays an important role when we apply a game, not only to get students' concentration but also to produce better learning conditions. During the game atmosphere the teacher has to influence the whole class in an active and positive way. As we know, teenagers are apathetic and difficult to be motivated. For this reason, this project intended to find a way in which students could find it easy and fun to speak English. The use of games is the
strategy we chose to develop the students' speaking skills. Before talking about the role of games to improve the student's speaking skills, we introduced some definitions of game. A game is an activity of sport involving skill, knowledge or chance in which a person follows fixed rules and tries to win against an opponent.

According to Colli in Education. Com (2013), it is a contest played according to rules and the winner is recognized by skill, strength or luck. It is an activity engaged in for amusement. It can also be defined as the manner of playing in a contest, a situation that involves rivalry or struggle. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other. Certainly, games can be related to language learning. Language games can add fun and variety to conversation sessions if the participants are fond of games. In addition, games are especially refreshing after grammar activities. Also a game is a wonderful activity to break the routine of classroom drills by providing relaxation while remaining within the framework of language learning. A game can in fact be stimulating and entertaining.

There are certain studies conducted in various classrooms that can help us better explain our interest in games. In her study about interacting in English through games, Ariza (2001) conducted a project with second grade students in order to encourage oral participation in English through the use of games. This project intended to help shy and slow students improve their oral production. Through the implementation of this project she could conclude that role plays and dramatizations are good activities for developing speaking in a fun and interesting way because these help students to use the language in communicative situations that are related to their lives.

In her study, "Growing self-esteem and discovering intelligences though oral production," Ochoa in Education.Com (2013) noticed that there was a big lack of security and self-confidence in her students. They expressed via different data-gathering instruments their fear when speaking in front of the class. At the end of the project, Ochoa concluded that self-confidence is a factor that really influences the way students learn and perform their activities inside the classroom. The experiences students live inside the schools have to be meaningful for their lives. The creation of a good atmosphere inside the classroom is important for getting participants to develop a communicative competence.

Mora (2011), in their project called "Games in the classroom: more than just having fun", stress that game and fun activities have always been one of everybody's favorite things to do in class, both for teachers and students since games can contribute to the development of a series of skills and competencies. They think that games in a classroom are useful and even necessary. Games promote socialization, group work, and the creation of values; it implies mutual respect and cooperation. In fact, what we intended to do in our project was to use games as the best way to motivate students’ speaking production by following a systematic process in which we could observe the learners oral progress during the project application.

Based on the description in this discussion, it can be concluded that the teaching of English especially teaching speaking by using psychology game is better to be used because it had been proved from the statistical analysis of t-test and the result showed that the students speaking ability achievement is better than before. The data which obtained from the statistical analysis indicate that there is significant difference between students’ speaking ability before applying psychology game technique. It is showed that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

Beside that we can see the result of the t-test, the writer found that the there was significant difference between pretest and posttest. The difference was seen after comparing it with the value of t-table. It was the T-table smaller than t-test where the value of t-test was 4.405 and the value t-table 2.204 or it can be said that means there was a significant difference result of the t-
test before and after teaching and learning process through psychology game. Finally, the writer concludes that using psychology games effective to improve the students speaking ability at SMAN 2 Bulukumba.

CONCLUSION

The quantitative data showed that psychology games bring a significant difference in student’s speaking achievement. It means that the mean score of the pretest and posttest which are than calculated using SPSS. The result show there is a significant difference after treatment through psychology game. From all the data, the result of posttest showed higher than pretest result using psychology game in learning speaking of SMAN 2 Bulukumba. It was proved by the t-test (4.405) greater than t-table (2.024). It means that the students speaking achievement can be built. The writer has proven that psychology game effective to use for teaching students’ speaking ability. Deeply hoped that teaching technique in this case psychology game continually implemented in teaching speaking because by this technique the students are relax, enjoy to speak and share their opinion.

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REFERENCES


