

THE EFFECT OF STUDY GROUP BY USING SIMULATION GAMES TO INCREASE STUDENT'S SPEAKING ABILITY IN SMPN 2 DEWANTARA

AFFINI YUSZA

Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: affiniyusza@gmail.com

Abstract

The objective of this research was to increase students' speaking ability in SMPN 2 Dewantara. This research classified as an action research. The subject of this research were 75 students of class VIII of SMPN 2 Dewantara. It was conducted in two classes in experiment. The data were experiment and control group. The data were obtained through observations and playing simulation games. The research applies pre-test and post-test design. The pre-test is given before the students received the treatment. The form of pre-test and post-test for experimental and control class is the same. It is intended to get the effective method in students' achievement. The actions implemented in this research were simulation games in the teaching and learning process of speaking, implementing simulation games based activities, giving feedbacks to students' performances, accustoming students to opening dictionaries, giving handouts as daily materials, and giving rewards the active students. The results of the research showed that the simulation games in the teaching and learning process of speaking was believed to be effective to increase the students speaking ability. The students' motivation increased. They were more enthusiastic in learning speaking. Moreover, the students were interested in various materials presented by the teacher. They could get involved actively in the speaking learning process. Furthermore, the result of the research also showed that the improvement on the teaching and learning process affected the improvement on the students' speaking ability.

Keywords: speaking, study group, simulation games

 This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

1. INTRODUCTION

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication, and education. In response to this, therefore, in Indonesia, English is very important to be mastered.

Based on the observation by the researcher to students of SMPN 2 Dewantara some problems were found in the students' abilities in English, especially in speaking. Unfortunately, most of the students have difficulty in their speaking production. The students often had difficulty in pronouncing English words by making some errors. To be a good speaker, they must mastery pronunciation, vocabulary and grammar. Therefore, they preferred to be silent and not fully participate in the classroom activities. In addition,

the classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Based on the conditions above, it could be concluded that the students' speaking ability was low.

In regard with the problem above, this research used study group to overcome the problems and to improve the speaking ability in SMPN 2 Dewantara by using simulation games. Study groups learning strategy is supposed to be good activities to solve the students fear of mistake, shyness, anxiety and lack of confidence by using simulation games. Working in groups allows students to take an active role in learning, to exchange opinions, to find solutions, to develop critical thinking, and more. In study group the students play a simulation games. It motivate the students and increase the self confidence of hesitant students. In simulations, students can bring items to the class to create a realistic environment. These activities make student more active in the learning process and at the same time make their learning more meaningful and fun for them.

LITERATURE REVIEW

There some definitions of speaking proposed by some experts. Brown (2007: 14) speaking as a social contact in interactive language functions is a key importance and how you say it convey with body language, gestures, eye contact, physical distance and other nonverbal messages that can directly observed, those observations are invariably collared by the accuracy and fluency.

Poerwardaminta (2007: 14) how the people communicate using language to the other one in order to share understanding with the listener. Tarigan (2008: 14) speaking is one of language skills in oral form to express the speakers' ideas to everybody else. While, speaking is the informal interchange of thought and information by spoken words. Chaney (1998: 13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Harmer (2007) speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

Brown (2001) there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows: accuracy, fluency, accent. Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes.

Nunan (2003) "teaching speaking" as to teach ESL learners to: (1) Produce the English speech sounds and sound patterns. (2) Use words and sentence stress, intonation patterns and the rhythm of the second language. (3) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. (4) Organize their thoughts in a meaningful and logical sequence. (5) Use language as a means of expressing values and judgements. (6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Learners sometimes have some obstacles when they want to talk in the class. They feel afraid of making mistakes because they are reluctant to be judged by the hearer. Ur (1996: 121) some possible problems in speaking including: (1) Inhibition. Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words, (2) Nothing to say. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves, (3) Low or uneven participation. Only one participant talks because some learners dominate, while other speaks a little or not at all, and (4) Mother tongue use. In the class, all learners share the same mother tongue, so they feel unnatural to speak in the foreign language.

From the theories above, those problems in speaking are possible to obstruct students' language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to

become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, the teachers should provide some classroom speaking activities in which the students can engage actively.

There are a number of practical principles for designing techniques that include speaking. Brown (2001: 275) states that proposes seven principles in designing teaching speaking to help teachers to conduct the speaking class. 1) Use techniques that cover the range of learner needs, from language- based focus on accuracy to message-based focus on interaction, meaning and fluency. Teacher is expected to design tasks and to use techniques that help students to gain and apply all materials which should be learnt. At the same time, teachers should make any drilling as meaningful as possible without making students boring. 2) Provide intrinsically motivating techniques. Teacher should try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Helping the students to see how the activity will give them benefit encourages them to get involved. 3) Encourage the use of authentic language in meaningful contexts. It deals with the design authentic contexts and meaningful interaction that supported by teacher's creativity in designing the materials. 4) Provide appropriate feedback and correction. The feedback is mostly from the teacher, but it can be found outside of the classroom. However, it is important for teachers to give the kinds of corrective feedback that are appropriate for the moment. 5) Capitalize on the natural link between speaking and listening. Because speaking and listening are categorized as interrelated skills can reinforce each other. It means that in teaching speaking, the teachers should include listening skill aspect. 6) Give students opportunities to make an oral communication. Teachers can stimulate the students' communicative competence by asking them to initiate conversations, to nominate topics, to ask questions, to control conversation and to change the subject. So, teachers should design speaking techniques allowing students to communicate by using the language. 7) Encourage the development of speaking strategies. Teachers should develop strategies to help the students accomplish oral communicative purposes. The strategies include asking for clarification (e.g. What?), asking someone to repeat something (e.g. Excuse me?), using fillers (e.g. uh, I mean, Well), using conversation maintenance cues (e.g. Huh, Right, Yeah), getting someone's attention (e.g. Hey, So) and so forth.

Brown (2004:140) speaking is productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that the accuracy and the teacher's/test taker's listening skill become the significant aspects in assessing students' oral production. There are five categories of speaking assessment tasks proposed by Brown (2004:144-182): imitative, intensive, responsive, interactive, and extensive.

Learning strategy is about designing a lesson which is conducive to gain the optimal achievement of educational goals. In addition, the learning strategy should consider the internal and external circumstances of students inside and outside the class. Group investigation is the one of learning strategy which is taking from class experience. Steps of study Group in class, as Kiranawati (2007) that it provided in brief: topic selection, planning cooperation, implementation, analysis and synthetic, providing the final result, and evaluation.

In the teaching of speaking, both teacher and students are influenced each other in that process. The teacher is a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching technique. To teach speaking there are several techniques which can be used by the teacher. By using the techniques, the teacher will easily teach speaking. She/he has to be creative to prevent student's boredom because of decreasing interest and motivation.

Any solutions must be acquired to solve problem appeared in the teaching and

learning process. Study groups by using simulation games are the good way to solve the problems that have been discussed in this case in which teachers can use effective strategy to teach students while these were having fun. In addition, by using simulation games, students will have more opportunities to practice their speaking ability in a group. They also will be more creative in improving their ideas to speak up. Consequently, the speaking class activities will run better than before.

2. METHODOLOGY

In this research, the researcher uses true experimental design. The researchers use two classes in experiment. In experiment and control group the researcher applies pre-test and post-test design as the research design. The pre-test is given before the students received the treatment, while the post-test is given after the students received the treatment. The form of pre-test and post-test for experimental and control class is the same. It is intended to get the effective method in students' achievement.

The study is conducted at SMPN 2 Dewantara, North Aceh based on the consideration that this school is one of favorite school having a special program in English dialogue in their daily activity. In this study, the researcher takes two classes as the sample from class VIII.3 because the students score in this class very low between the other classes. This group is given the treatment to know the effectiveness of the method and the class VIII.1 is a control group without treatment, but for measuring the instrument validity.

Data of this study were collected by the way of the operational technique. In this study, each test was developed in oral. It is needed a limited time to do and the teacher will be easy to correct it. This research uses test as instrument for getting the data. It is supplying the correct form from test which asks the students to supply the correct form or words in the conversation. The main point of this test is that the students can speak very well. The test consist of two, they are pre-test and post-test. The result of those tests will be the data of this study.

3. RESULT

Based on the result of the student's speaking activity of SMPN 2 Dewantara, the researcher analyses the descriptive statistic of speaking activity by using the Inferential statistic.

4. DISCUSSION

1. Pre-Test Each Group

From the result of the pre-test in each group above, the researcher makes the classification that in pre-test that the researcher gives has different result in both groups but the result of the pre-test that they get is not so far different. It can be seen from the score of the test in each group. The score of pre-test in experimental group is good with the description of students speaking activity shows that 1 student have very good classification with 80-100 score (2,63%), 11 students have good classification with 70-79 score (28,94%), 24 students have fair classification with 56-69 score (63,15%), 2 students have less classification with 45-55 score (5,23%), 0 student have poor classification with 00- 44 score (0%). The highest score is 80 and the lowest score is 55. The score of pre-test in control group is good with the description of students speaking activity shows that 1 student have very good classification with 80-100 score (2,63%) , 10 students have good classification with 70-79 score (27,02%), 16 students have fair classification with 56-69 score (43,24%), 10 students have less classification with 45-55 score (27.02%), 0 student have poor classification with 00- 44 score (0%). The highest score is 85 and the lowest score is 50.

2. Post-Test Each Group

From the result of the post-test in each group above, the researcher makes the classification that in post-test that the researcher gets different result in both groups and the result of the post-test of the experimental and control group that they get is so far

different. It can be seen from the score of the test in each group. The score of post-test in experimental group is The post test is good with the description of students' speaking activity shows that 19 students have very good classification with 80-100 score (50%) 19 students have good classification with 70-79 score (50%), 0 student have fair classification with 56-69 score (0%), 0 students have less classification with 45-55 score (0%), 0 student have poor classification with 00- 44 score (0%). The highest score taught by using Group Discussion is 94 and the lowest score is 72 .

The score of post test in control group is good with the description of students speaking activity shows that 2 students have very good classification with 80-100 score (27.02%) 35 students have good classification with 70-79 score 94.59%), 0 student have fair classification with 56-69 score (0%), 0 students have less classification with 45-55 score (0%), 0 student have poor classification with 00- 44 score (0%). The highest score is 85 and the lowest score is 72.

From the conclusion above can prove that the teaching speaking using Group Discussion at the eleventh year students of SMPN 2 Dewantara is successful, because in their cottage has rule to practice English for a week is a must. If they do not obey it, they will get punishment to memorize vocabularies. So, they have big spirit to improve their speaking ability.

5. CONCLUSION

The teaching speaking using study group at the students class VIII of SMPN 2 Dewantara is successful, because in their cottage has rule to practice English for a week is a must. If they do not obey it, they will get punishment to memorize vocabularies. So, they have big spirit to improve their speaking ability.

Teaching speaking without study group technique at the students class VIII of SMPN 2 Dewantara is there are significant with the students' speaking taught by using Group Discussion, because in their cottage has rule to practice English for a week is a must. If they do not obey it, they will not get punishment. So, there are not to improve their speaking ability.

6. REFERENCES

- Brown, H., D. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition). Newyork: Addison Wesley Longman, Inc.
- Brown, H., D. 2004. Language Assessment: Principles and Classroom Practices. White Plains. NY: Pearson Education.
- Brown, H. D. 2007. Principle of Language Learning and Teaching. NY: Pearson Longman.
- Chaney, A, L., T. L. Burke. 1998. Teaching Oral Communication in Grades K-8. Journal of Engineering Technology and Education. Boston Allyn and Bacon. Vol. 7. No. 1.
- Harmer, J. 2007. The Practice of Language Teaching (4th Edition). Londong: Longman Group Ltd.
- Kiranawati. 2007. Metode Investigasi Kelompok (Group Investigation).
- Nunan, D. 2003. Practical English Language Teaching. NY: McGraw-Hill.
- Poewardaminta. 2007. Kamus Besar Bahasa Indonesia. Jakarta.
- Tarigan, H., G. 2008. Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.
- Ur, P. 1996. A Course in Language Teaching: Practice and Theory. Camridge: Camridge University Press.