

THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE GAMES TO IMPROVE STUDENTS SPEAKING SKILL

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ABSTRACT

This research aimed to find out whether the Implementation of Communicative Language Games to Improve Speaking Skills of the eleventh-grade students of SMA Labschool Palu is effective in improving speaking skills of SMA Labschool Palu students. The design of this study was quasi-experimental which included students and class XI MIA 3 as an Experimental Group with a total of 20 students and XI IIS as a Control Group with a total of 20 students. The mean score of the pre-test of the experimental group is 41 while the control group is 45. The mean score of the post-test of the experimental group is 54 while the control group is 48. By using the 0.05 level of significance, the researchers computed the data and found that the value of the t-counted (2.702) is higher than the t-table (1.991.6). It means that the hypothesis is accepted. In other words, using the Communicative Language Games Technique can improve the students' speaking in the eleventh grade of SMA Labschool Palu.

Keywords : Communicative Language Games Technique; Improving; Speaking Skill

INTRODUCTION

The objectives of learning English in high school are to develop the ability to communicate in English in spoken and written form, especially at the high school level, divided into four skills taught, namely listening, speaking, reading and writing. Of the four language skills, speaking is one of the most important skills for students in learning a foreign language (Angelini & Carbonell, 2019). Speaking becomes an intermediary, especially in terms of interacting or communicating. Thus, the essence of communicating and interacting with language is speaking which can make it much more practical and efficient.

Since language is a medium of communication used by all people in the world. In this regard, there are over 7,139 known and known all over. But to communicate and interact with so many languages will surely be confusing for everyone who comes from so many different countries. Therefore, the choice of English as the main language that can be used throughout the world or the nickname we often hear is an international language. In line with the fact that English has become an international language, many people who want to learn English are gradually increasing (Berns, 2020; Mauranen, 2018). Therefore, learning English can open up greater opportunities to see or understand the world.

The aim of the curriculum where students can use English both orally and in writing. Students must be able to master or achieve these goals. This is a challenge for educators because, in reality, many students are still not able to achieve this goal. Brown (2001: 270) states that some features make speaking a difficult language skill. Many factors affect students in mastering foreign language learning, including English, starting from lack of self-confidence, fear of being wrong in speaking and vocabulary composition, and the like. According to Azleen (2008), students generally feel reluctant to learn English, some even fear or hate English. This has a negative impact on the quality of learning English in schools. The impact of negative issues about English can affect students in determining the success of learning English. As a result, students assume that English is a language that is difficult to learn compared to other languages. This means that it can have a negative impact on learning outcomes in English.

The researchers found that the students had less skill and confidence, especially in speaking in the eleventh grade. Thornbury (2005: 20) mentions that speaking is an interactive real-time activity to express meaning to interact with others that is unplanned and just continues based on situations. Students need help pronouncing some words in English and understanding them. Deviating in pronunciation also makes them afraid of being wrong, and students sometimes prefer to use Indonesian even though the learning is in English. There is also an opportunity when doing a speaking test for students to choose to mix Indonesian and English simultaneously. This proves that there is a gap between the reality that has occurred and the expectations that have been achieved based on the curriculum in Indonesia or K-13. As a result, students become less confident, afraid of making mistakes, and become accustomed to using Indonesian in English classes. One of the other

consequences is that students become passive when learning in class and do not give their focus on learning.

From the description above researchers can see that students are not focused and pay less attention so they become bored with learning. To solve this problem and also to make learning more interesting and fun for students, researchers use an interactive learning technique, namely Communicative Language Games in which various kinds of games can increase the learning atmosphere to be fun for students and teachers. The use of learning games in educational contexts has expanded significantly, leading to the emergence of game-based learning as a recognized field of study (Hung et al., 2018). Learning by using game media will have a positive impact, Research from (Pratama et al., 2021) the use of games is effectively used in the learning process and provides a learning experience that attracts students' interest. With the implementation of this teaching technique in the future, students are expected to be able to support learning activities in the classroom and be able to create a comfortable and fun classroom atmosphere.

The use of previous studies is to support researchers or to see the differences between previous researchers and this study. When researchers review literature and books and journals, researchers find several studies related to their research. The research entitled *Utilizing Communicative Language Games to Improve Students' Speaking Ability* (Maryam, 2020). In conducting the research, she used action research as the research design. The results of her research were that before the treatment, the students lacked confidence and had low motivation in speaking activities in class. After treatment, using communicative language games proved effective, with the students showing enthusiasm. Not only that, but their motivation also increased, and they did not hesitate or fear wrong in speaking English. This shows that by using this technique in learning it becomes much more effective and interactive for students and teachers in improving students' speaking skills where students become easier to express what they want to say using English.

Lisanty and Jumriani (2021) conducted research with the *title Using Communicative Games to Improve Students' Speaking Skills*. The researchers uses a pre-experimental method as a research design in their research. The results show that teaching students using communicative games is very effective in improving students speaking ability. Not only that, but in the experimental class, those who get the application of this technique get a high score. So, it can be concluded that using communicative games techniques can improve students' speaking skills and this technique can be an effective learning tool for English teachers in the class.

However, the difference between the two previous studies and this research is in the design. The first study used action research as a research design, and the second used a pre-experimental design as a research method. This study uses a quasi-experimental design as a research method. Thus, this is what distinguishes the two previous studies from this research.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are

referred to as “speakers” of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is expressing thoughts, ideas, and feelings which use the ability to pronounce the words to organize the words into phrases or sentences to choose the words related to the topic.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts³ From this definition we can share our ideas to others with oral communication. Speaking is usually symbolized as expressing feelings to others. Through speaking, humans can connect their minds in every aspect of life. That makes the students more fluent in their communication. When they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgments about your character and assumptions about what you are thinking and why. Speaking for communication is designed for the intermediate to the advanced level classroom.

It will not focus on the communication which usually becomes a “trap” for the students because of the routine activities of every chapter, but will concern the students’ activities cooperatively where the students can work in groups which consist of two, three, four or even more students with different activities. Harwood (1994), explains that speaking is a unique form of communication that is the basis of all human relationships and the primary channel for the projection and development of individual identity. Particularly in literate societies and cultures, its distinctive characteristics are sometimes overlooked. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationships through speech. Of course, when we speak we use our tongue and talk orally. In short, the writer infers speaking is an activity by which human beings try to express thought, feeling, and opinion and exchange information by using utterances in the form of communication.

From the definition above the writer concludes that speaking is one of four skills of English to express opinion, idea, thought, feeling, etc to other people, with speaking people can communicate each other so, the people especially students have to master this skill because this is oral skill that very important for second language learner or foreign language learner to communication in their live. Without speaking we can not express what we want to express and it makes people difficult to communicate with others and will cause bad relations.

METHOD

In this study, the researchers used a quasi-experimental research method as a research methodology. Where this research includes a pre-test and post-test, there are two groups: experimental and control. Both groups had the same test, but the treatment was only given to students in the experimental group while the control group was assigned conventional teaching. This

research used a cluster sampling technique in determining the sample in this research. According to Ridwan (2004: 60), area sampling (cluster sampling) is a sampling technique that is carried out by taking representatives from each existing region/group. That deals with communicative language games to improve students' speaking skills eleventh grade SMA Labschool Palu.

This research was at SMA Labschool Palu on Jalan Setia Budi No.14, Besusu Tengah, Kec. Palu Timur., Palu City, Central Sulawesi 94118. In the eleventh grade of SMA Labschool Palu with a population of 4 classes in the following table.

Table 1 – Students' Distribution

No.	Classes	Number of Students
1.	XI Mia 1	21 Students
2.	XI Mia 2	22 Students
3.	XI Mia 3	20 Students
4.	XI Ips 1/IIS	20 Students
TOTAL		83 Students

The researchers chose the XI Mia 3 and XI IIS class as the subject of the research with a total of 40 students. The research was conducted in the second semester of the academic year 2022/2023. The observation was done on February 9th, 2023 while the research was conducted from February 9th to March 8th, 2023. The study took place according to the class schedule in which the English subject was taught in the duration was 80 minutes.

After collecting data through tests, individual scores were calculated using the stade formula by Arikunto (20002:264) as follows:

$$\Sigma = \frac{x}{N} \times 100$$

To obtain the average value of individual students, researchers used another formula designed by Arikunto for both pre-test and post-test (2006: 313) as follows:

The formula for experimental group:

$$M_x = \frac{\Sigma x}{N}$$

The formula for control group:

$$M_y = \frac{\Sigma y}{N}$$

Furthermore, after getting the mean score of both experimental and control groups, the researcher counted the sum of the derivation of both groups. The researchers used the formula proposed by Arikunto (2006:312) as follows:

1. The formula for experimental class $\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$
2. The formula for control class $\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$

Finally, the researchers examined the data in order to know a significant difference or testing hypothesis by using t-counted as proposed by Arikunto (2006:311) as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{nx + ny - 2} \right] + \left[\frac{1}{nx} + \frac{1}{ny} \right]}}$$

FINDINGS AND DISCUSSION

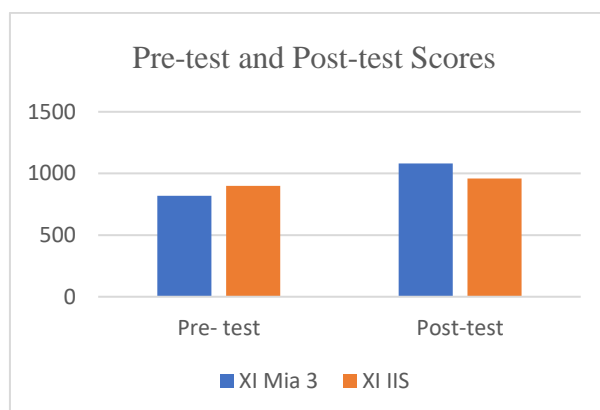
These findings of the study show the result of the research and analysis of the data. The data research was collected from February 9th until March 1st at SMA Labschool Palu. To obtain reliable data for this research, as stated in Chapter 3 there were two research instruments administered to the subject under the study, namely pre-test, and post-test. Consequently, there were two scores gathered for the pre-test and post-test. The test was administered to both the experimental and control groups. The pre-test was administered to measure the prior knowledge of students both in the control and experimental class while the post-test was administered after conducting treatment. The result of each test was used to measure whether the use of communicative language games can improve students' speaking skills or not. The data obtained through the test were analyzed statistically. The analysis of the data is completely presented in the following sub-chapters.

Table 2 - Table results of both groups

Class	Group	Pre-test	Post-test	N	Std.Deviation
XI Mia 3	Experimental	820	1080	20	7600
XI IIS	Control	900	960	20	1200

Based on the table, it can be seen that in the pre-test before the treatment, the control group was far superior to the experimental group. However, after the treatment or post-test, the experimental group class got superior points compared to the control group class. This shows that the learning process by implementing communicative language games makes students more interactive and able to understand the material provided. We can observe the magnitude of the effect of implementing communicative language games in this learning process based on data.

Figure 1 - Results of Pretest and Posttest Values



Testing Hypothesis

To know whether the hypothesis is accepted or rejected, the researchers need to test it based on the result of the data analysis. Before conducting the research, the researchers mention the standard of the testing hypothesis that if the t-counted is higher than the t-table, the hypothesis is accepted. It means that the Communicative Language Game Technique could improve the eleventh-grade students' speaking skills. On the other hand, if the t-counted is the same or lower than the t-table, the hypothesis is rejected.

However, before deciding whether the hypothesis is accepted or rejected, the researchers need to find out the critical t-table by applying the degree of freedom (df) with a 0.05 level of significance. The calculation is as follows:

Hence, by looking at the value, the researcher affirms that the research hypothesis is accepted for the reason that the t-counted (2.702) is higher than the t-table (1.991.6). To sum up, the application of the Communicative Language Games Technique can improve eleventh-grade students' speaking skills.

DISCUSSION

Based on the result of the test and data analysis which were presented in chapter IV, the researchers found that the result of the pre-test mean score was lower than the result of the post-test mean score. Before the researchers applied the Communicative Language Games technique to the students, the researchers tested the class during the teaching and learning process to know the basic ability of the students in speaking. In this research, the researchers focused on the study of improving students' speaking skills, especially fluency. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003: 17) states that fluency is the quality or condition of being fluent. Then the first thing that the researchers did in conducting this research was give a pre-test to the students. The researchers conducted a pre-test on 9th February 2023. There were three kinds of topic that the researchers used in the pre-test which are about a dream, vacation, and best friends all the test was oral. The purpose of this test was to measure the ability of the students in speaking skills before the treatment.

To solve the problem, the researchers applied the Communicative Language Games Technique to improve students' speaking skills. According to Bailey in Nunan (2003:49) who says that teaching speaking involved providing students with the components of the language in hopes that they would eventually put them all together and speak. Thus in the first treatment, the researchers explain what is Communicative Language Games to the students, researchers also do a game with students called and explain the rules and step of the game to the students. Second, the researchers asked students to divide into four or five groups to play the game. Third, the researchers will give students a quiz and they have to guess which one is the correct answer. Fourth, the researchers asked students which one of the groups got the highest score in the game. Finally, the researchers decided that the group that got a higher score was the winner of the game. It aimed at improving their speaking skill through the Communicative Language Games technique.

The result of the test shows that the student's ability in speaking skill can be improved through the Communicative Language Games Technique. Deesre (2002) says that games can create a classroom environment in which students learn without realizing that they are studying. Learning activities were sometimes frustrating to the students and made them less confident and inhibited them from getting involved in the learning process. Meanwhile, through communicative language games, they learned in a more fun way and unconsciously got involved in learning the speaking process (Wulandari, 2014). This also can help students improve their English skills, become more confident, and create a cooperative learning environment, finally, students can learn to reduce anxiety because games are played in groups. Then after getting the result of the test both the pre-test and post-test, the researcher found that the ability of eleventh-grade students at SMA Labschool Palu in improving speaking skill increased by using Communicative Language Games Technique.

One of the differences from previous research conducted by (Maryam, 2020) with the research title "Utilizing of communicative language games in improving students' speaking abilities at second-grade students of SMPN 4 Praya Barat Daya" is that this research focuses on speaking as a whole while in this study it is more detailed, namely referring to speaking fluency. The similarity between the two studies is that students have a deficiency in speaking and are also afraid of making mistakes. Even so, the two studies were successful in improving students' speaking skills by using communicative language games.

Furthermore, after analyzing the students in games to improve their speaking skills, the researchers came to prove the hypothesis of whether the use of the Communicative Language Games Technique was effective or not in improving the student's ability to improve their speaking skills.

Finally, the researchers found that the result of the t-counted (2.702) was higher than the t-table (1.991.6). Furthermore, it can be supported by analyzing and comparing the results of the pre-test and post-test. The result of the pre-test was 41 and the result of the post-test raised to 54 after

giving treatment. On the other hand, applying the Communicative Language Games Technique was effective in improving the students' speaking skills.

CONCLUSION

Based on the result of data analysis from the previous chapter, the researchers conclude that Communicative Language Games Technique can improve the eleventh-grade students speaking skills at SMA Labschool Palu since the students speaking skills improved after the researchers used the communicative language games technique as the teaching and learning technique. By using the communicative language games technique, the students' scores increased from pre-test to post-test. It means that there is a significant influence of using the Communicative Language Games technique in improving students' speaking skills. It is supported by looking at the result of the t-counted value (2.702) which is higher than the t-table value (1.991.6). It means that the researcher's hypothesis is accepted.

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