Improving Students' Speaking Ability By Using Something Old Something New Game

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Abstract

The objective of this research is to find out whether *the use of something old something new game* can improve students' speaking ability. Classroom action research was implemented in SMPN 18 Seluma. The sample of this research was seventh grade students of SMPN 18 Seluma in academic year 2017/2018. This research was carried out in three cycles of actions, namely cycle I, cycle II, and Cycle III. The data collection method used in this research consist of interview, speaking test, observation, and documentation. The result of the data analysis showed that there was improvement from 37.51 % become 86.00 % toward students speaking ability. The students also behave well during teaching and learning process. Thus, the researcher concluded that *something old something new game* was effective to improve students' speaking ability.

Keywords : Speaking ability, something old something new game

Introduction

English is a device to communicate each others. Since English be international language, It has important role. The aim of studying English is to master four language skills, they are listening, speaking, reading and writing. Therefore, an English teacher has to urge the students in learning English, especially in speaking ability. Speaking is the second ability which has important role in language communication. Speaking is a language ability that aims to express ideas, opinions, and feelings orally as a process of communication to others. In the process of speaking, students will experience the process of thinking to express their ideas (Syafryadin, e al. 2019; Syafryadin, 2020; Syafryadin, et al. 2020; Noermanzah, et al. 2020; Noermanzah, et al. 2020).

Speaking is one of the skills that should be mastered junior high school students, because it is important for them to improve their ability to communicate orally by presenting their ideas in real life. The current curriculum named 2013 curriculum stated that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or in oral

form which covers listening, speaking, reading, and writing. But in fact, students find it quite difficult to improve their speaking. According to Munjayanah in Isworo (2016), The learners have their own
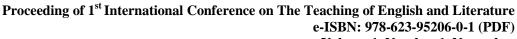
difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The problems in teaching speaking are: learners are often inhibited about trying to say thing in foreign language in the classroom, nothing to say, low or uneven participation, and the influences of mother tongue use.

Based on the pre-observation and interview by the researcher with the English teacher in preliminary observation on November 28th 2017 in SMPN 18 Seluma, the researcher found some problems in teaching and learning speaking. Most of the English students had difficulties to spoke English, especially the seventh grade students of SMPN 18 Seluma. There were several reasons that made them had difficulties to spoke English, such as: they were not confident to spoke in English if the teacher asked them to spoke, lacked of vocabularies, worried about making mistakes, they did not want to express their ideas in their mind when the teachers gave some speaking activities, the students often used mother tongue in the learning process, and the teacher could not find the right methods or strategies that should be used in the process of teaching and learning in the class, the methods that she used was monotonous.

Based on the reasons above, we must solve this problem as soon as possible and encouraged the students to spoke well and be active in speaking class. Concerning to problems above, the researcher would focus on using game to increased students' speaking abilty.

According to Zhu (2012) he stated that the use of games in the classroom of English is one of most easily arrested by students and that is also a very beneficial aspect of communicative method. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be worked out, tested and put into competative situations. The more exciting and interactive a teacher can make the learning environment, the more a teacher tries to introduce games and activities, the more a teacher changes shapes and manipulates both the language and the environment, the better the circumstance for learners. Games allow students to: work co-operatively, compete with each other, strategize, think in different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

Something Old Something New Game is a game in pairwork which has a function to describe something. It is an activity which encourages with confidence in speaking English. In this game, picturesare used as it's media that teacher uses during lesson. Games can increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game. It can give a wide knowledge and can improvethe communication of students with each other.

There are some studies which have been done related to students' speaking ability. First, Bayuningsih (2016) entitled "*Improving Students' Speaking Ability Using the Snake and Ladder Board Game at 11th Grade of Saint Pius X Vocational High School Magelang"*. In his research, the significant improvement can be seen from speaking test result from cycle 1 to cycle 2 where the result of the students' mean score was improved from 69,5 to 79,2. The use of snake and ladder board game becomes an precise method to increase students' ability in speaking. Second, Hakim (2014) entitled "*Using English Mingling Games To Improve The Speaking Skills Of The Seventh Grade Students at SMP Muhammadiyah 2 Melati"*. Third, Wulandari (2014) entitled *"Improving Students' Speaking Ability Through Communicative Language Games At Smpn 1 Prambanan"*. The research finding shows that the use of the communicative language games is effective to improve students' speaking ability. The games are accompanied with other actions such as using classroom English, applying varied themes, using adequate media, doing language form activities, giving feedback, giving rewards, doing group works and rearranging the students seating arrangement.

In conclusion, the similarities between this research and the researches above is both of them are used game to improve students' speaking ability. In this research, the research want to focus on Something Old Something New Game in increasing students' speaking ability.

In this research, the researcher believed that Something Old Something New Game could help the teacher to solved the student's problem in speaking at seventh grade students of SMPN 18 Seluma in academic year 2017/2018. The students would be easier in participating into interactive language used in the classroom.

Research Methodology

This research was an action research to increasedthe students' speaking ability. According to Cresswell (2012), action research is the most applied and design of practical. Action researchroams a problem of with a purpose toward solve the a problem with a solution. This research would be conducted in some cycles to solved the problems in teaching and learning process of English based on the observation and interview.

This research would be conducted at SMPN 18 Seluma. The research would take the students of seventh grade (VII) of that school in academic year 2017/2018 as the respondents of this research. There were 29 students, 12 females and 17 males. The students of class VII would be selected because based on the preliminary study and the result of test showed their skill in speaking ability is needed to be developed. In this research, the researcher would use interview. Test, observation, and documentation to collect the data.

Accoding to Brown (2003), speaking assessment should be include five aspects

namely: pronunciation, grammar, vocabulary, fluency, and content. The data will be considered by the rating scales for the speaking test by Brown (2000). After collecting the data, the next step in this research was toanalyzed the data. The data was the result of the tests would be performed by the students, first performed pre-assessment test, then cycle 1, cycle II, and cycle III. The researcher would take the average of students' speaking score to analyzed the quantitative data in one cycle. It used the formula as below:

$$Mx = \frac{\sum x}{n}$$

M_x : Mean
$\sum x$: Individual score
N : Number of students

Next, the writer would try to got the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gained score 75 (seventy five). The formula is:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage
f : total percentage score
N : number of students

Result

1. Pre-Asse

$$Mx = \frac{\sum x}{n}$$

In the beginning of this research, the students were given a pre-assessment test. It was done to get the score of speaking ability before applying something old something new game. In this activity, the researcher did not teach by using something old something new game. However, the reseacher gave test of speaking. The test consist of 10 questions and the students have to answer the questions orally. In this test, it showed that students' speaking ability consisted of 17,24% moderate (achieved by 5 students), 10,34% low (achieved by 3 students), and fail 72,41% (achieved by 21 students). The calculation showed that the average score of students' speaking ability before given the action was 37,51 % which was categarized fail.

2. Description of Cycle I

Cycle I was done based on the result of the pre-assessment test. In this section, the researcher and collaborator classroom teaching and learning applied teaching speaking by something old something new game. In this game, the students were divided into two teams consisting of 14 or 15 students in each team. First, the students have to choose a topic or a picture on teacher's table. Second, they spoke and described the old thing and new thing in the picture and found the differences of them. They have to find the differences as much as they can.

Table 1. The Result of test in cycle I

No	Qualification	Number of Students (29 Students)	Percentage (%)
1	Excellent	0	0 %
2	Good	6	20,68%
3	Moderate	11	37,93%
4	Low	8	27,58%

5	Fail	4	13,79%

From the table above, it showed that students' speaking ability consisted of 20,68 % good (achieved by 6 students), 37,93 % moderate (achieved by 11 students), 27,58% low (achieved by 8 students), and 13,79% fail (achieved by 4 students). The calculation showed that students' speaking ability given the action was 65.03 %. It was still categorized Moderate.

3. Description of cycle II

Cycle II was done as the follow up of cycle I. In cycle I, the researcher was not satisfied with the result of the students' score. In this section, the researcher tried to be more creative in applying something old something new game in teaching speaking to the students. The aim was to increase the number of active students in something old something new game as well as students' score.

Table 2. The Result of Test in Cycle II

No	Qualification	Number of Students (29 Students)	Percentage (%)
1	Excellent	0	0%
2	Good	13	44,82%
3	Moderate	10	34,48%
4	Low	6	20,68%
5	Fail	0	0%

From the table above, it showed that students' speaking ability consisted of 44,82 % good (achieved by 13 students), 34,48 % moderate (achieved by 10 students), 20,68 % low (achieved by 6 students). The calculation showed that students' speaking ability after given the action was 73,31 %. It was categorized good. It showed that cycle II had slightly improvement.But the target of this research still was not achieved yet.

4. Description of Cycle III

The researcher still was not satisfied with the result of the students' score in cycle II. In this section, the researcher tried to be more creative than cycle I and cycle II in applying something old something new game in teaching speaking to the students.

Table 3. The Result of Test in Cycle III

No	Qualification	Number of Students (29 Students)	Percentage (%)
1	Excellent	5	17,24%
2	Good	13	44,82%
3	Moderate	11	37,93%
4	Low	0	0%
5	Fail	0	0%

From the table above, it showed that students' speaking ability consisted of 17,24 % excellent (achieved by 5 students), 44,82 % good (achieved by 13 students), 37,93 % moderate (achieved by 11 students). The calculation showed that students' speaking ability after given the action was 82,13 %. It was categorized good.

5. Post Test

The post test had been done on Juny 2nd 2018. The researcher did the post test at the end of this research in order to investigate that class wide peer tutoring could increase the students' speaking ability. The material that used in post test were accurately same with the materials in the diasnogtic test. The result of post test showed that the students' speaking ability consisted of 24,13% execllent (achieved by 7 students), 55,17% good (achieved by 16 students), and 20,68% moderate (achieved by 6 students). The calculation showed that the students' speaking ability after given the action was 86.

6. The Analysis of the Pre-Assessment Test and Post Test

In analyzing the test of pre-assessment test and cycle III, the scores were compared to see there was improvement or not.

Table 4. The Analysis of the Percentage of Students' Average Score in Pre-Assessment Test and Post Test.

Percentage of Students		Average scores	Improving
Pre-assessment test		Post test	
37,51%		86%	48,49%

From the table above, the percentage of students' average score of pre-assessment test was 37,51% and post test was 86%. It can take a conclusion that students' average score in pre-assessment test was smaller than score in post test. The improving of students' average score in pre-assessment test to post test 48,49%.

In general, the improvement achieved by students from diagnostic test, cycle I, cycle II, cycle III, and post test could be seen bellow :
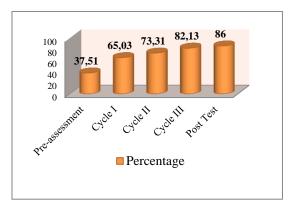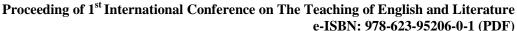

Chart 1. The Improvement of Students' Speaking Ability

Based on the chart above, it seen the sightly improved of students' speaking ability from pre-assessment test until the post-test. Students' average score in pre-assessment test was 37,51 %, students' average score in cycle I was 65,03 %, students' average score in cycle II was 73,31 %, students' average score in cycle III was 82,13 %, and students' average score in post test was 86 %. So, it shown that the target of this research was successful.

Discussion

The result of this research showed that the students' speaking ability increased after they got three cycle of action in the classroom, such as cycle I, cycle II, and cycle III that consisted of three meetings on each cycle.

Based on the result above, the actions in cycle I, cycle II, and cycle III, the collaborator agreed to discontinue the research up to this cycle. The implementation of something old something new game and the complementary actions successfully accomplished the purpose of the actions during three cycles. It was proved by students' speaking test after the implementation. The test compared between the students' speaking ability before and after the implementation. The mean score of the last post test (86%) is higher than the mean score of pre-assessment test (37,51%). It showed that something old something new game effectively improved the students' speaking ability.

Conclusion

Based on the data, the researcher found that the students' speaking ability increased after treatments. It can be seen from the students' score of pre-assessment, cycle I, cycle II, cycle III and post test. The mean score of pre-assessment was 37,51, cycle I was 65,03, cycle II 73,31, cycle III was 82,13, and post test was 86. Something old something new game could motivate the students to speak English in the classroom during the teaching process. Based on the explanation above the researcher concluded that the implementation of something old something new game could improved students' speaking abilityat seventh grade students of SMPN 18 Seluma in academic year 2017/2018.

Suggestion

Based on the research finding and coclusion above, the researcher would like to suggest as follows : the first, for English teacher, speaking ability is very important. So, if we do not master the speaking ability, we will not master English too. If the students difficult to understand grammar, difficult to remember the vocabularies, low motivation, etc, the teacher should be creative and innovative in teaching and learning process and choose the method that they will apply. The use of something old something new game is an interesting game to teach speaking at seventh grade students of SMPN 18 Seluma. Second, for the students. The students have to increase their awareness in learning English because English is one of subject in final examination. They also have to be active during the lasson.

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