

The Implementation of Talking Football Game Towards Students' Speaking Skill at Second Semester English Department at STKIP Dharma Bakti Lubuk Alung

{Penerapan Talking Football Game terhadap Keterampilan Berbicara Mahasiswa Jurusan Bahasa Inggris Semester II di STKIP Dharma Bakti Lubuk Alung}

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Abstract

The article analyzed the students' speaking ability by implementing Talking Football Game at second semester English Department students of STKIP Dharma Bakti Lubuk Alung. This research was experimental research called One-Shot Case Study which used one class as the sample. The population of this research was second semester English Department students of STKIP Dharma Bakti Lubuk Alung registering in 2014-2015 Academic Year. The data of this research were collected by using oral test. The data were analyzed by t-test formula. From the calculation of the result of the test, it was indicated that t-calculate was 3, 22 and ttable 2, 02 with $\alpha = 0,05$. Hence, the result of t-calculate was greater than t table and the hypothesis was accepted. The result of this research showed that Talking Football Game increase students' speaking ability. It implied that Talking Football Game could be used as a technique of teaching speaking ability at second semester English Department students of STKIP Dharma Bakti Lubuk Alung.

Keywords: Talking Football Game, Speaking Skill, Speaking Ability

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INTRODUCTION

Speaking is regarded important language skill which is learned by the students as foreign language and second language. The importance of speaking made the researcher paid great attention in teaching it in order to make their students had a good ability.¹English language is also give great attention for academic either to measure abilities and to understand English in TOEFL or English Skill.²In fact, there were several problems that cause the low of the students' speaking ability. The first problem was lack of interest of students in speaking. They did not involve in the activity maximally. They felt

¹ Suhono, Suhono, and Defika Andriana Sari. "Developing Students' Worksheet Based Educational Comic for Eleventh Grade of Vocational High School Agriculture." *Anglophile Journal* 1, no. 1 (2020): 29-40

²Sari, Yeasy Agustina, Suryawahyuni Latief, and A. Hasyim Umar Al Faruq. "Student Difficulties on Structure and Written Expression Section of TOEFL In Higher Education at Metro City." *Curricula: Journal of Teaching and Learning* 6, no. 1 (2021): 33-69.

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that speaking were an activity that made them ashamed. They were lazy to speak in front of the classroom even just spoke in their seat. They liked to do other activities better than following the activity in the class. When the teacher asked them to speak or perform their conversation in front of the class, they were just silent while saying that they were not ready yet, they waited until the time was over.

In the other hand, most of students felt that speaking was very difficult since they had lack of vocabulary, so that, when the teacher asked them to write a dialogue, they spent much time to find the words in dictionary. Consequently, they did not have enough time to do the activity well and they do not know what they spoke because they did not care the sentence in the dialogue whether correct or not.

From those problems, it could be seen that the students' speaking ability were very poor. In fact, students need a good competency which is knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent him or she can satisfactorily perform particular cognitive, affective and psychomotor behaviors.

In this case, the writer was interested in conducting the research by implementing Talking Football Game toward students' speaking ability. According to Harmer (2008) Football Game is "ideal for activities that require students to collocate words and make sentences, in this game there are cue words and main texts. Players try to combine a cue words at the side with a main texts in the middle to make sentences".³ In applying Talking Football Game, the students were involved in learning activity because the game engaged the students in a group work that guide them through had a competitive thinking by formulating a sentence with combining some clue words. Thus, this technique encouraged the students to be active and thoughtful learners. The students were guided to understand the vocabulary first before thinking about the sentence they formulates to speak. In addition, through this game, the students' prior knowledge could be activated.

METHOD

This research used experimental called single-group design called one-shot case study, because this research implemented a technique in giving treatment only for one group without giving a pretest. It was supported by Harmer (2008) who state that "the one-shot case study hardly qualifies as an experimental design."⁵ Population is the total number of the students in the research. According to Wang (2019), "one goal of scientific research is to describe the nature of a population, that is a group or class of subject, variables, concepts, or phenomena".⁶ In this research, the population was the second semester English Department of STKIP Dharma Bakti Lubuk Alung 2014/2015. There are two classes with 25 students for each class.

A sample is a subset of the population that is taken to be representative of the entire population. In this case, the researcher took class A of second semester English Department of STKIP Dharma Bakti Lubuk Alung as the sample of the research. The sample of the research consists of one class namely experiment class.

The data were calculated by using quantitative data in order to measure if the Talking Football Game gives a positive effect towards students' speaking skill by using oral test where the students spoke only one sentence between present tense and present continuous. Because of this research is Single-group design called one-shot case study,

³Harmer, Jeremy. "How to teach English." *ELT journal* 62, no. 3 (2008): 313-316

⁴Matsuda, Aya, ed. *Preparing teachers to teach English as an international language*. Multilingual Matters, 2017.

⁵Harmer, Jeremy. "How to teach English." *ELT journal* 62, no. 3 (2008): 313-316.

⁶Wang, Bin, Angela Wang, Fenxiao Chen, Yuncheng Wang, and C-C. Jay Kuo. "Evaluating word embedding models: methods and experimental results." *APSIPA transactions on signal and information processing* 8 (2019).

researcher took only one class for giving treatment three meeting, and after that researcher took the students' post-test by using performance test

RESULT AND DISCUSSION

The data of the research was taken from the students' speaking scores before giving treatment and compared with the score of post-test that has been given for the class. The treatment was done during three meetings. The post- test was oral-test in the form of short talk especially simple sentence of simple present and present continuous tense. The students were divided into eight groups, and then every group played the game by two groups in each playing.

In this playing, every group which was playing spoke only one sentence based on the clue that was pointed out by one another group. After getting the clue, one of the members in the group must spoke a sentence, if the student could not spoke up the sentence directly, they were given a chance to write a sentence before spoke. If the sentence was correct, other students would clap their hand, yet if the sentence was not correct, other students would clap once, and then the group got one chance to fix their sentence. If the answer was still correct, they must stop to play, and let another one group played the game.

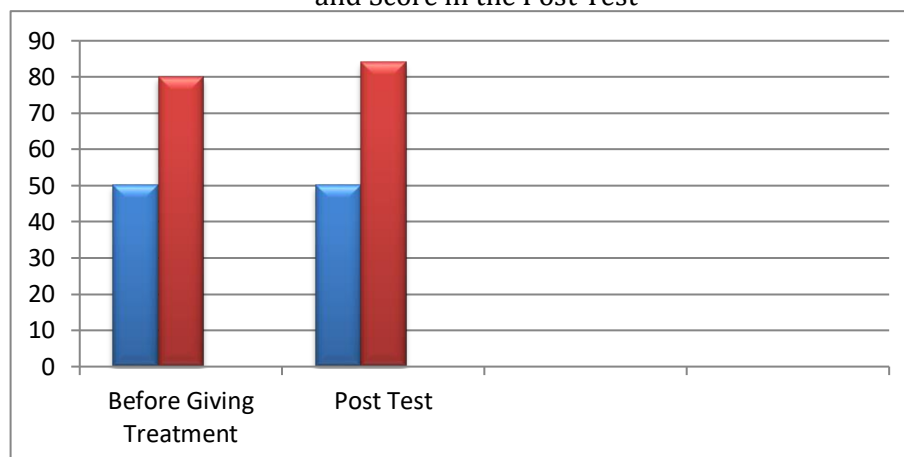
While students were playing the game, the scorer took their scores by concerning five aspects of speaking, those are: pronunciation, grammar, vocabulary, fluency and comprehension. Each aspect had its score. The range of possible scores was between 1 and 5.

Table 1
The Statistic of the Students' Post Test Scores of Second Semester
ENGLISH Department of STKIP Dharma Bakti Lubuk Alung

	Students' Score Before Treatment	Post Test
Total Score	1596	1670
Highest score	80	84
Lowest score	50	50
Mean	63,84	66,80

There were 25 students in the class. Based on the result, it was found that the highest score before giving treatment was 80 and in the post-test was 84, and the lowest score before giving treatment was 50 and in the post test were still 50. The mean scores were 63,84 before giving treatment and 66,80 in the post test.

Figure 1
The Students' Scores of Second Semester
ENGLISH Department of STKIP Dharma Bakti Lubuk Alung before Giving Treatment
and Score in the Post Test



The graphic showed that score of students before giving treatment had range 50-80 where in the post test students got range of their score 50-84. The lowest score of students between before giving treatment and the post test was not different, yet the highest score of both score increased.

In this research, all of students involved in the playing of the game and achieve a good score for the fifth aspects of speaking that were used by the scorer to measure the skill of the students in speaking by using Talking Football Game, the aspects should be filled by the students were Comprehension, Grammar, Vocabulary, Pronunciation and Fluency. By applying this game, students could speak orally and interacted with their friends and had cooperative learning process, another that, students also have known about simple present and present continuous more than just they have known in general. Furthermore, students were also given many new vocabularies that would be important for them in reading a text. In this research, based on the result of post-test score, it was found that the effect of using Talking Football Game toward students' speaking skill at STKIP Dharma Bakti Lubuk Alung gave significant effect. It was shown from the hypothesis testing where t -calculated was higher than t -table. Furthermore, after calculating the standard deviation of both scores, it was found that the value of t -calculated was higher than t -table. The t -calculated was 3,22 and t -table was 2,02. It means the use of Talking Football Game gave positive effect towards students' speaking skill.

This finding was strengthened with previous finding, for instance Uberman (1998) in asserted that games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.⁷ In this connection, Wali (2019) in using games to spark energy and involvement. Games are also helpful to make dramatic points that students seldom forget.⁸ In addition, Khalilova (1998) in found that games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.⁹

Other research also found that the developed games positively gained warm welcome from the students. The inquiry result somehow agreed with Carrier's

⁷Uberman, Agnieszka. The Use of Games for Vocabulary Presentation and Revision. (1998). Vol. 36. No. 1.

⁸Wafi, A. *Using Games to Improve Students' Active Involvement in the Learning of English Syntax at IAIN Madura: An Autonomous Learning*. OKARA: Jurnal Bahasa dan Sastra, 13(1), (2019). 107-120.

⁹Khalilova, O. Games as an effective way of teaching English. *Интернаука*, (6-2), (2017). 32-33.

ideas cited in Sanchez (2007) that games provided an opportunity for students to use their language in a less formal situation, without the pressure of speaking in perfect form, but with the enthusiasm for winning the game, as well as practicing the language.¹⁰ Wang (2010) specifies that communicative activities used as games construct context in which learners are involved in practicing the target language for sharing information, negotiating meaning as well as contacting with others in meaningful context.¹¹ By this way, teachers can use games to engage students in implementing the target language within all skills like speaking, reading, listening and writing.

Additionally, Economidou-Kogetsidis (2015) illustrates that challenging and amusing games are highly motivating. When teachers announced that it was time for games, students were very excited.¹² In fact, teachers can use games to create motivation and enjoyment through competition or to make bonding among students in class. According to Saricoban and Metin (2000) "the use of such activities both increases the cooperation and competition in the classroom." Games also allow meaningful use of the target language in a real life context.¹³ Generally speaking, using games is needed for promoting students' motivation and improving their comprehension of the lesson. "It has been indicated that language learning performed in a „playful“ atmosphere resulted into a) stimulating student's motivation, b) making students feel confident and c) creating their positive attitudes to foreign language learning" stated Griva, Semoglou and Geladari (2010). Teachers, however, have to be careful in using games.¹⁴ According to Khan (1996), Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or program and how, more specifically, different games will benefit students in different ways.¹⁵ Therefore, successful games must be well- designed, well organized, clear, and funny.

CONCLUSION

Based on the research, the researcher concludes that there is a different changing between students' score before giving treatment and post-test after using Talking Football Game. Beside that, the result in hypothesis testing shows that there is a significant effect of using this game. It can be concluded that the use of Talking Football Game gives positive effect towards students' speaking skill.

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