TEACHING SPEAKING THROUGH COMMUNICATIVE GAMES: INDONESIAN ENGLISH TEACHER BEST PRACTICE

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ABSTRACT

The researcher found fears of students making mistakes are among the challenges the researcher has identified while working with students' English language skills. The EFL students are generally energetic and like doing fun activities. Because of that, the researcher decided to use communicative games as a means of enhancing students' oral communication skills in the eleventh grade. Experimental designs such as one-group pre-test-post-test or pre-experimental designs will be employed in this research. A total of fourteen students from vocational high school, who were in the eleventh grade. The data was derived from the students' scores on both the pretest and posttest. The researcher will utilize SPPS and the dependent T-test formula to assess the data. The results of the t-test for one-sample paired indicate that students' speaking skills were lower before and after the use of communicative games, with the former having a mean score of 62.86% and the latter of 71.07%. Treatment improved students' speaking skills compared to pre-treatment scores. The results show that eleventh graders at Vocational high schools are improving their speaking abilities via the use of communicative games.

Keywords: Communicative games; Speaking skill
1. INTRODUCTION
The journey of learning a second language, especially English, proves to be considerably more arduous than acquiring one's native tongue. Oral communication in a foreign language demands a nuanced grasp of linguistic nuances, rendering it a skill of immense productivity. Over the past century, insights from language acquisition research, as articulated, have elucidated the process by which individuals assimilate speech patterns. Contrary to previous beliefs, language acquisition does not occur in isolation but rather through dynamic interactions, particularly among young learners acquiring second languages (Alvionita et al., 2022).

Common challenges faced by students, such as apprehensions about pronunciation and grammar, coupled with an inability to articulate their thoughts effectively, underscore the complexity of mastering English communication. Traditional teaching methods, often centered around rote memorization and controlled speech, contribute to waning interest and reduced efficacy among learners. Despite the absence of speaking assessments in final exams, the significance of oral proficiency in daily lessons places added pressure on teachers to devise engaging instructional strategies (Dewi et al., 2016).

In response to these challenges, educators advocate for communicative approaches that prioritize functional language use over grammatical correctness, as advocated. Authentic communication tasks not only facilitate language practice but also promote meaningful interactions, essential for developing communicative competence (Fauzan, 2019). Recognizing the need to capture students' interest suggest integrating games into lessons to foster a positive learning environment and enhance engagement (Sarah, 2014).

At SMK Wikrama 1, where students exhibit enthusiasm but struggle with sustained focus, the incorporation of communicative games emerges as a promising solution. By leveraging the inherent energy of students and aligning instructional methods with their preferences, educators can create immersive learning experiences that promote English proficiency among eleventh graders. Thus, the adoption of communicative games represents a strategic intervention to cultivate a vibrant and participatory English learning environment tailored to the needs of the students (Lisanty, 2017).

2. LITERATURE REVIEW
English skills include listening, speaking, reading, and writing. Speaking seems to be the most important skill. As Nunan says mastery of the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

Based on the statement above as one of the materials in the English teaching-learning process, developing learners’ ability to express themselves through speech still to be complicated. That is because in speaking many components must be known by the learner to support their perfect speaking. Harris says in his book “Testing English as a Second Language” that speaking is a complex skill requiring the simultaneous use of several different abilities which often develop at different rates.

3. RESEARCH METHOD
The research design outlined for this study adopts an experimental approach, specifically utilizing a pre-and post-test design within a single group. The aim is to assess the impact of communicative games on students' oral communication abilities. Following Borwankar's the research design serves as a structured plan for data collection, measurement, and analysis to ensure coherence and logical integration of all study components. advocate for experimental conditions to evaluate the effectiveness of interventions, making the classroom an ideal setting for this study with students as the target population.
The teaching procedures are meticulously outlined across several meetings, commencing with greetings and an explanation of the study's purpose, followed by engaging students in communicative games. These activities are structured to reinforce vocabulary and pronunciation while fostering an interactive learning environment. The research employs a pretest-posttest design, administering assessments before and after treatment. This design allows for the evaluation of students' progress in oral communication skills following engagement with communicative games.

Conducted at one of vocational high school in Indonesia, the research involves fourteen eleventh-grade students, representing the entire population due to its manageable size. The selection process utilizes a comprehensive sampling technique to ensure representative participation. Research instruments consist of tests, aligning with Ary et al.'s definition (2006), aimed at eliciting numerical scores from student responses.

Data collection involves pretest administration, treatment delivery through lesson plans, and posttest assessment. Statistical analysis utilizing SPSS will apply dependent t-tests to compare pretest and posttest scores. Hypothesis testing will be conducted by comparing t-values with t-tables and evaluating significance levels (p-values) to determine the correlation between communicative games and students' speaking skills. This meticulous research design promises to provide valuable insights into the efficacy of communicative games in enhancing oral communication abilities among students.

3.1 Research Design

The research design outlined for this study adopts an experimental approach, specifically utilizing a pre- and post-test design within a single group. This research was conducted at one of the vocational high schools in Indonesia, the research involves fourteen eleventh-grade students, representing the entire population due to its manageable size. In this research, the instrument used to collect data was tested. The test was done by researcher by asking 14 students from eleven grades to make a single group and teaching them with the communicative games. The researcher did some procedures in researching as follows:

1. Get in the classroom
2. Follow the teaching and learning process
3. Doing pre-test and post-test
4. Put the score as the result of the assessment
5. Analyzing the data

4. FINDING

The study explored the efficacy of utilizing communicative games to enhance students' speaking skills. Fourteen participants underwent a pre-experimental phase to assess their initial speaking proficiency. The primary objective was to determine whether employing communicative games positively influences students' speaking abilities. Before the intervention, students completed a pretest to evaluate their speaking proficiency. Conducted on September 27, 2023, the pretest utilized an analytical scoring system focusing on pronunciation, vocabulary, and fluency. Scores ranged from 40 to 90, with an average score of 62.86.

The treatment involved implementing various communicative games. Activities included:

1. Greetings and communal prayer led by a student in English.
2. Engagement in show-and-tell, where students shared items, they cherished.
3. Participation in communication games such as item guessing and team competitions.

Following the treatment, a posttest was administered on October 2, 2023. Students were tasked with describing images and providing explanations. Scores ranged from 55 to 95, with
an average score of 71.07. A significant improvement in speaking skills was observed post-treatment.

5. DISCUSSIONS

The data was analyzed using SPSS, revealing a substantial enhancement in students' speaking abilities after engaging in communicative games. The paired samples t-test indicated a significant difference (p < 0.05) between pre- and post-treatment speaking skills, supporting the effectiveness of communicative games in enhancing speaking proficiency.

The findings suggest that employing communicative games positively impacts students' speaking abilities. Students exhibited higher motivation and engagement, leading to significant improvements in oral communication skills. The study underscores the importance of integrating interactive and engaging activities, such as communicative games, in language learning environments to foster proficiency effectively.

6. CONCLUSION

In conclusion, the post-test results demonstrated a significant enhancement in the oral communication abilities of eleventh-grade students following their participation in communicative games. The findings suggest that engaging in such activities positively impacts students' speaking skills, as evidenced by the notable improvement from pre-test to post-test scores. This supports the notion that communicative games stimulate English learning and comprehension among students. Moving forward, students may find increased interest in learning English, overcoming language barriers, and gaining confidence in speaking. Teachers can utilize these findings to tailor instructional approaches, focusing on strengthening students' oral communication skills. Furthermore, future research endeavors can build upon these insights, exploring the effectiveness of communicative games in diverse educational contexts, thus contributing to continuous advancements in language learning methodologies.

BIBLIOGRAPHY


