APPLYING CIRCLE GAME TO ENHANCE STUDENTS' SPEAKING SKILL

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A B S T R A C T S

This Collaborative Classroom Action Research aimed at enhancing students' speaking skill through the application of Circle Game. It was conducted in one cycle consisting of two meetings. The subject was the seventh of C class of SMPN 2 Alas Barat consisting of 22 students. The types of data were qualitative (acquiring observation during the learning process) and quantitative (speaking tests). The results qualitatively showed that the implementation of Circle Game enhanced the students' speaking skills. Such improvement could be seen from their enthusiasm, their interesting feeling in various materials presented by the teacher, their active involvement. In the quantitative findings, the result also showed a higher value of the mean score of the post-test (77.34) rather than the pre-test (75.75). In conclusion, the use of Circle Game can improve students' speaking skill.

INTRODUCTION

The ability to communicate thoughts, opinions, feelings, and ideas to others takes an important role in the digital era. Therefore, the ability to use the appropriate word, stressing and intonation, grammar forms, an appropriate lexicon that is comprehensible for the listeners, gestures or body language, and rate of speech are required (Utama, 2019). Next, the spoken skills is supposed to be paramount as a link in the process of students' learning and thinking development (Bertram, 2002).

Observation and interview conducted at SMPN 2 Alas Barat reported that the students' speaking skills were relatively low. Afraid of making mistakes and low confidence in expressing ideas and opinions challenged them. Besides those two factors, low vocabulary mastery, as well as its pronunciation and poor grammar competence, also happened on them. Due to it was no doubt that the classroom seemed to be gravery because they preferred to be silent and not fully participated in activities. In addition, during the activities, they were less motivated, monotonous nuance, and less fun learning activities. All in all, it could be concluded that the students' speaking skills were supposed to be far from expectation. To solve such problems, the use of Circle Game might be effective since it would help them solved the whole problems found in the preliminary research.

RESEARCH METHOD
Research Design
        In accordance with the scope of the problems that happened, a Collaborative Classroom Action Research would be a suitable research design. According to Burns (2010) states "action research is a self-reflective, systematic, and critical approach to an inquiry by participants who are at the same time members of the research community". It aimed to identify problematic situations or issues considered by the participants to be worthy of investigation to bring about critically informed changes in practice. In other words, its central idea is to solve the problematic situation and to bring about changes and better improvements in practice. In this current study, the researchers directly participated in the process to solve the existing problems.
        The kinds of data were qualitative and quantitative. The former was in the form of a description dealt with the process and it administered field notes and an observation checklist. On the other hand, the latter was administering the speaking tests.
        There are four steps in conducting this kind of research as suggested by Kemmis and McTaggart (1988) namely planning, acting, observing, and reflecting. The detailed steps can be seen in figure 1.
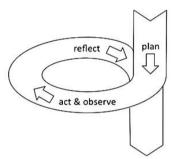

Figure 1. Cycle Model

Research Subjects
        The research took place in SMP Negeri 2 Alas Barat. It is located in the countryside and close to the ricefields or agricultural area. It had 12 classes and each class consisted of 30 to 36 students who came from low to middle-economic backgrounds. The total number of the students was 398 spread in VII (128), VIII (129), and IX (141). The school employed 31 teachers and 2 counseling teachers. This study was conducted at the second semester of the academic year of 2019/2020. Starting from the preliminary observation to the implementation of Circle Games.

Instruments
        Instruments administered to obtain data in order to make them systematic and easy (Arikunto, 2006) were tests, observation checklist, field notes, and documentation. The first instrument was used to find out the students' speaking ability after applying the circle game. However, those three instruments aimed to get data on the teaching and learning process function to support the findings on the tests.

Data Analysis
        The data obtained from the whole instruments were analyzed by the researchers. Next, the qualitative data which was in the form of a description of the teaching and learning process followed several steps as suggested by Burn (1999). The steps could be seen in table 1.

Table 1
The Steps of Analyzing Data

Qualitative Data
1. **Assembling the Data**   The researcher looked for broader patterns, ideas, or trends that seem to answer the question.
2. **Coding the Data**   The researcher managed the data into more specific patterns by labeling or giving codes.
3. **Comparing the Data**   After the coding was completed, the patterns were completed to different sets of data.
4. **Building meanings and interpretation**   The researcher interpreted the data based on the previous steps o make some sense of the meaning of the data.
5. **Reporting the outcomes**   This process was emphasized on how the data would be presented to the other.

The analysis of quantitative data used descriptive analysis in the form of the mean score by which the students' scores in pre-test and post-test were compared to see the improvements. The Minimum Passing Criteria or KKM (Kriteria Kelulusan Minimal) for each student was ≥70. In other words, the students got the KKM, the research was supposed to be successful. However, when they did not reach it, they did not pass the KKM and the research was unsuccessful and ought to continue to the next cycle.

RESEARCH FINDINGS AND DISCUSSION
Qualitative Findings
In the speaking test, some students were hesitant to speak as they were not confident and felt afraid to make mistakes. They tended to rely on their notes and even just read aloud the monologue. Their dictions were also limited. Most of the utterances were grammatically incorrect and most of the words were pronounced incorrectly. Besides, their utterances were not linked to one another perfectly.

Through the implementation of games, the students' speaking abilities were improved. The improvements were revealed from the result of the students' performances in the post-test. In the post-test, their grammatical mistakes were reduced and their pronunciation also got better. Their vocabulary mastery was also varied. The students were more confident and fluent in delivering the monologue. Some of them were able to use facial expressions and gestures. In addition, the delivery of the monologue was equipped with connectors which linked their ideas well and some strategic devices were applied during the performance to maintain the process of communication, such as pauses, fillers, and self-corrections.

Quantitative Findings
After the game had been applied, a test was administered to measure the students speaking skills. The result of the test is detailly displayed in the table 2.

Table 2
The result of the test

Pre-Test		Post-Test	
Students	**Score**	**Students**	**Score**
11	70-73	7	70-73
4	74-77	4	74-77
3	78-81	6	78-81
2	81-84	3	81-84
2	84-89	2	84-89

There were 22 students who did the speaking test. The result showed that all students got score ≥ 70 for both tests. In the pre-test, they, 11 students, got score ≥70 and in the post-test, they, 7 students got score ≥ 70. It meant that there was an increase of the students' score in the post-test. Next, there were 4 students who got score ≥ 70 for both tests by which there were 3 students got score ≥ 70 in the pre-test and there were 6 students got score ≥70. In other words, there was an improvement in the post-test. Further, in the pre-test there were 2 students got score ≥70 and in the post-test, there were 3 students got score ≥ 70 which meant that there was an increase in the post-test. At last, there were 2 students who got score ≥ 70 in the pre-test or post-test. All in all, the mean score in the pre-test and post-test are presented in the table 3.

Table 3
Mean Score in The Pre-Test and Post-Test

Test	Frequency	Mean Score
Pre-Test	22	75.75
Post-Test	22	77.34

Table 3 showed that the mean score of the post-test was higher than the mean score of the pre-test. In the pre-test, the mean score was 75.75 and in the post-test, the mean score was 77.34, which meant there was a 2% increase from pre-test to post-test. So, it it could be concluded that there was an improvement of students speaking skill.

Discussion

As the plans had been implemented in the actions in the cycle, the researcher, and the students had a discussion. It was to reflect on the actions based on the actions and observation filled by the students after the end of the Cycle.

This study was begun on April 8th, 2020 and ended on April 15th, 2020. It was aimed to improve the speaking skills of the students of SMP N 2 Alas Barat through Circle Games. All of the actions had been conducted in the cycles. Based on the result of the actions in the Cycle, the research agreed to discontinue the research up to this cycle. The implementation of the game and the complementary actions were successfully accomplished and the objective of the research had been achieved.

The research findings would be inferred from the qualitative and quantitative data gathered during the research. The qualitative data are from the observation of the teaching and learning process. While the quantitative data are derived from the speaking scores of pre-test and post-test. Presented the following changes as a result of the Cycle.

In the Cycle, the implementation of Circle Game in the teaching and learning process of speaking was successful. The games attracted the students' attention during the teaching and learning process. Besides, they also motivated the students to speak up as they provided illustrations and concrete ideas.

The game-based activities implemented in the Cycle were effective to improve the students' speaking ability, which includes fluency, pronunciation, grammar, and vocabulary. The students were still confused about how to describe something. After having some practices focusing on the use of describing something with playing the game, the students got more understanding. Their grammar knowledge was improved.

The activities using games provided fun learning activities and gave more chances to the students to practice speaking. As the learning was joyful, the students were motivated and enjoyed the teaching and learning process. This way, the students were not shy and silent anymore. Most students became more confident and active.

The students' speaking abilities were improved through the Circle Games. The use of Circle Games in some classroom activities increased their vocabulary, pronunciation, especially in grammar, past tense. Most students looked more confident. It was said by the English teacher that 90% of the class could speak up. Since the activities were fun and interesting, the class was not boring and the students participated actively.

Through the action of giving feedback to the students, the researcher could improve the students' works covering the aspects of fluency, pronunciation, grammar, and vocabulary. As their mistakes were reduced, the students also became confident to speak in English. Instead of flooring the feedback directly to the class, she also maximized the rapport with the students in a small scale and or in a private consultation with them. This way was very effective since she could fulfill what the students needed. In other words, this action was successful in solving the matters related to the students' worries about making mistakes, difficulties in expressing ideas, grammar, and pronunciations.

The action of giving rewards was effective to boost the students' willingness to participate actively in the speaking practices. Through the rewards, the students felt more motivated. Since the nature of the students was needed to be appreciated, this action was another way of appreciating the students' works besides praising and complimenting the students. It can be seen in the following extract.

Furthermore, the improvement in the teaching and learning process of speaking also affected the improvement on the students' speaking performances. In this research, the students' speaking ability in pre-test and post-test were scored. To avoid subjectivity in scoring the students' performance, the research study applied investigator triangulation. Besides, inter-rater reliability was also used to make the data reliable. The scoring activities were done by the researcher.

CONCLUSION

This research was conducted at the grade VII of SMP Negeri 2 Alas Barat. It was carried out from March to April 2020. The objective of this research study was to improve the students' speaking skills through the use of Circle Games. Based on the results and discussions, it can be concluded that the implementation of Circle Games in the teaching and learning process of speaking is believed to be effective to improve the students' speaking skills.

The results of this research revealed the improvements contributed by the implementation of the Circle Games in the teaching and learning process of speaking in grade VII of SMP Negeri 2 Alas Barat. First, Circle Games were believed to be effective to improve the students' motivation. They were able to engage the students' attention and interests during the teaching and learning process of speaking. Besides, the Circle Games could provide the students' illustrations and ideas in their minds. Second, the improvement could also be seen in the teaching and learning process. The absence of media was solved through the implementation of Circle Games. In addition, the Circle Games could provide various fun learning activities so they decreased the students' boredom during their learning.

The students became more confident to speak and enthusiastic in the classroom activities. Third, since the students were motivated and the speaking class ran well, the students' speaking skills, such as fluency, grammar, pronunciation, and vocabulary were also improved. The use of Circle Games in the teaching and learning process, especially in the speaking practices, enabled the students to express their ideas into comprehensible monologues. The implementation of Circle Games and the other supporting activities were believed to be effective to facilitate the students to improve their speaking skills.

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