Using Chain Games as a Means to Improve Speaking Skills of Grade X of Nursing 2 Students of SMK Kesehatan Binatama Sleman, Yogyakarta, in the Academic Year of 2016/2017

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Abstract: This action research was aimed to improve the speaking skills of Grade X Nursing 2 Students of SMK Kesehatan Binatama, Sleman, Yogyakarta through the implementation of Chain Games in speaking class. There were two problems identified: the lack of fluency and the lack of accuracy. Thus, Chain Games was used as a technique implemented in the speaking class to solve those problems. This research was conducted in two cycles. The participants of this research were the researcher, the English teacher as the collaborator and the students of grade X Nursing 2 of SMK Kesehatan Binatama, Sleman, Yogyakarta. The research data were in qualitative and quantitative forms. The qualitative data were obtained by observing the teaching learning process, interviewing the English teacher and the students, having discussions with the English teacher and taking pictures. Meanwhile, the quantitative data were obtained by administering a pre-test and a post-test. The instruments of this research included observation and interview guidelines, speaking rubric, and a camera. The validity of the data was attained by applying democratic validity, dialogic validity, process validity, outcome validity, and catalytic validity. In addition, to make the data trustworthy or reliable, three kinds of triangulation (time triangulation, investigator triangulation, and theoretical triangulation) were employed in this research. The research findings showed that the speaking skills of most students of grade X Nursing 2 of SMK Kesehatan Binatama improved after the Chain Games technique was implemented in the teaching and learning process. It was proved by the increase of the mean of students' speaking scores in the pre-test and post-test (73.96 to 77.54).

Keywords: speaking, speaking skills, chain games

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Introduction

Nowadays, English has become an international language. It is spoken, learnt and understood even in non English speaking countries such as Indonesia. Being able to speak English has become crucial thing. It means that every one has to master or at least understand English. This also applies for students of SMK Kesehatan Binatama Sleman, Yogyakarta.

Every student of SMK Kesehatan Binatama Sleman, Yogyakarta was expected to be able to master English or at least they were fluent and understand English in order to be able to compete in AEC (Asean Economic Community) after graduated. Besides, the teacher of English also expected that each student of SMK

Kesehatan Binatama should master English in order to be able to support their future career. However, the facts were in contrast with the expectation. Based on the observation and interview conducted in the classroom, it was found that there were some problems related to students' speaking skills.

First of all, it was the lack of fluency. The students spoke with many pauses. They could understand some English words. However, it was hard to say something in English. The second problem was the lack of accuracy. The students often made grammatical errors, for instance in the minimum requirements such as "he play" instead of "he plays". Thus, it made them less confident to use the language in the classroom and outside the classroom.

In regard to those problems, this research used games as a technique to solve those problems. Yolageldili (2011) stated that games provide language teachers with many advantages when they are used in classroom. One of the advantages of using games also stated by Ersoz (2000) that games are highly motivating because they are amusing and interesting. Among other interesting games, this research used chain games to improve students' speaking skills. Chain games is a kind of class activity which students can extend, continue the sentences, word or even letter that given by the teacher. It also could be adapted based on the students' needs (Klippel, 1984).

The formulation of the problems of this research was: how can chain games be used to improve students' speaking skills of grade X of Nursing 2 Studens of SMK Kesehatan Binatama Sleman, Yogyakarta?

Research Method

This research is categorized as action research which is intended to enact immediate changes in an educational setting. It was conducted in November 2016 at SMK Kesehatan Binatama Sleman, Yogyakarta and consisted of two cycles. The subjects of this research were 28 students of grade X of Nursing 2 Students.
This research focused on the speaking skills of X grade students of Nursing 2 at SMK Kesehatan Binatama Sleman, Yogyakarta. The reason behind that was most students still encountered many difficulties in speaking English because they lacked accuracy, and also fluency.
The procedure of the research was adapted from the action research procedure proposed by Kemmis and McTaggart (1988) in Burns (2010:8) in which involved reconnaissance, planning, action, observation, and reflection.

The data of this research were in the form of qualitative and quantitative data. The qualitative data were gained from the observation results / field notes, teaching log, photos, and interview transcripts. While the quantitative data were gained from students' speaking scores (the pre-test and post- test score). Then, the qualitative data were analyzed using an approach proposed by Burns (2010: 104) which included assembling the data, coding the data, comparing the data, building

the meanings and interpretations, and reporting the outcomes. While the quantitative data were analyzed using SPSS application.

To make the data and findings of this action research valid and trustwhorthy, this research used the validity proposed by Anderson et al. in Burns (1999: 161-165), those were: democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. This research also utilized some kinds of trustworthiness of the qualitative data proposed by Burns (1999: 163-164) those were: time triangulation, investigator triangulation, and theoretical triangulation

Findings and Discussion

This research was carried out in 2 cycles. The first cycle was held on Tuesday, 8th November 2016 consisted of three meetings and the second cycle was held on Wednesday, 16th November 2016 consisted of two meetings. The findings of this research consist of qualitative and quantitative data. The qualitative data consist of the general findings of the actions, while the quantitative data includes the students' speaking scores. The explanation of qualitative finding were as follows.

First of all, chain games as a technique to be implemented in learning speaking was believed to improve students' speaking skills, especially on students' fluency and accuracy. Previously, students had difficulty speaking English without any pause. They were afraid of making mistake. Most of them still found it difficult to use appropriate words that could represent their thought. They were unconfident to speak, so that they preferred to keep silent in their chairs rather than getting involved actively in the speaking activity. However, after the implementation of chain games, the students spoke more accurately. Although, they still made some mistakes, they realized them and fixed their mistakes by themselves. Besides, students gradually could use appropriate vocabulary in speaking. Chain games also could increase the level of students' participation during teaching and learning process. The chain games allowed and gave chances to students to speak and communicate their ideas. It also encouraged students to be active in the speaking activity.

Secondly, Chain Game was believed to improve students' speaking accuracy and provide more chances for students to speak. Practice made grammar rules settled in their mind so that the students were more confident to speak. They did not feel that the speaking was difficult to do because they had practiced. Students felt that it was easier to speak English. The students did not get stuck anymore because they practiced it in the fun atmosphere. It made the students more motivated in speaking class.

Lastly, Chain Game was believed to improve interaction in the class. These activities allowed students to interact with their classmates by giving and answering questions, also shared ideas and knowledge about what was being discussed. It also improved the interaction between the teacher and the students.

The teacher interacted closely with the students when he gave guidance and assistance during the speaking activities.

On top of all of these, there were some good suggestions related to the problems which emerged on the implementation. First, the teacher should give clear explanation and many examples to make students understand the materials given. Second, the teacher should give the appropriate input and chances for students to speak. The last, the teacher should manage the class well, assist the students and motivate them not to be afraid in making mistakes in speaking.

The findings above were also supported by the quantitative data. The quantitative data were derived from the students' speaking scores. The scores were based on the pre-test and post-test that had been done before and after the implementation of the actions. Regarding the quantitative findings, the students' scores were analysed using paired-samples t-test. The result can be seen in the table below.

Table 1: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-3,57143	2,06252	,38978	-4,37119	-2,77167	-9,163	27	,000

The table above shows that the improvement of students score from the pre-test to the post-test was significant. It can be seen from data significance which is not more than 0.05 (P<0.05). The table also shows that the mean of students' speaking score increased 3.57. The following table describes it more clearly.

Table 2: The Comparison of Pre-test and Post-test Mean

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	73,9643	28	6,26857	1,18465
Post-test	77,5357	28	6,87175	1,29864

From the table above, it was known that the mean of students' scores in the pre-test was 73.96 and the mean of the students' scores in the post-test was 77.54. This means that the scores of the students' sepeaking skills increased. In other words, the students' speaking skills had improved.

Conclusions

Based on the research findings and the discussion, it can be concluded that the implementation of Chain Games in the teaching and learning process of speaking in the classroom is believed to be effective to improve the students' speaking skills. It was supported by the improvement of the students' score of speaking skills. The students' mean score increased from 73.96 to 77.54.

Besides improving the students' fluency and accuracy, and providing the students more chances to speak, the results of this research also revealed the improvements contributed by the implementation of the Chain Games technique in the teaching and learning process of speaking in the classroom. First, Chain Games was believed to be effective to improve the students' motivation in speaking. It was able to engage the students' attentions and interests during the teaching and learning process of speaking.

Furthermore, the chain games also could make the students become more confident to speak and active in the classroom as they had practices. It enabled students to express their ideas. The implementation of chain games were believed to be effective to facilitate the students to improve their speaking skills.

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