

# IMPROVING THE SPEAKING SKILL OF GRADE VII STUDENTS OF SMP N 1 PATUK, GUNUNGKIDUL, YOGYAKARTA IN THE ACADEMIC YEAR OF 2017/2018 THROUGH WHISPERING GAME

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## Abstract

This research was aimed at improving the speaking skill of gradeVII students of SMP N 1 Patuk, Gunungkidul, Yogyakarta in the academic year of 2017/2018 through whispering game. This research was action research. The data were obtained through observations, interviews, and tests which were analyzed qualitatively and quantitatively. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, and interviewing the students and the English teacher. The data were in the form of field notes and interview transcripts. The quantitative data were gained by assessing the students' speaking skill all the way through pre-test and post-test. The validity of the data was accomplished by adopting democratic validity, outcome validity, process ability, catalytic validity, and dialogic validity. The result of this research shows that the use of whispering game is effective to improve the students' speaking skill. There were improvements between pre-test and post-test. The improvements include five aspects of speaking, namely, fluency (16.4%) pronunciation, (28.6%), grammar (19.2%), vocabulary (11.8%), and comprehension (16.6%). It can be concluded that the use of the whispering game could improve the students' speaking skill.

Kata kunci: whispering game, speaking.

## Abstrak

*Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa kelas VII SMP N 1 Patuk, Gunungkidul, Yogyakarta melalui permainan berbisik pada tahun akademik 2017/2018. Penelitian ini adalah penelitian tindakan. Data diperoleh melalui observasi, wawancara, dan tes. Data dianalisis secara kualitatif dan kuantitatif. Data kualitatif diperoleh dengan mengamati proses belajar mengajar selama pelaksanaan tindakan, dan mewawancarai siswa dan guru bahasa Inggris. Data tersebut berupa catatan lapangan dan transkrip wawancara. Data kuantitatif diperoleh dengan menilai keterampilan berbicara siswa sepanjang jalan melalui pre-test dan post-test. Validitas data dicapai dengan mengadopsi validitas demokratis, validitas hasil, kemampuan proses, validitas katalitik, dan validitas dialog. Hasil penelitian menunjukkan bahwa penggunaan whispering game efektif untuk meningkatkan keterampilan berbicara siswa. Ada peningkatan antara pre-test dan post-test. Peningkatan termasuk lima aspek berbicara, yaitu, kelancaran (16,4%) pengucapan, (28,6%), tata bahasa (19,2%), kosakata (11,8%), dan pemahaman (16,6%). Dapat disimpulkan bahwa whispering game dapat meningkatkan keterampilan berbicara siswa.*

*Keywords: permainan dialog, berbicara.*

## INTRODUCTION

English has become international language in the world. Nowadays many people use it for interaction in other countries. It makes them easier to communicate well. Moreover English now can be found everywhere like magazines, comics, short story, culture, education, and communication. In this era,

everyone needs learning English. For this reason, English must be mastered in Indonesia.

Basically, English has four skills to be taught. They are listening, speaking, reading, and writing skills. Speaking is a kind of either productive or active skill. In second language, speaking is mostly considered more important

than the other skills. It is because speaking has important role in the communication.

Moreover, based on the researcher's experience in teaching at SMP N 1 Patuk, Gunungkidul, Yogyakarta, there were problems that the researcher found related to listening and speaking. The main problems were related to the students, materials and methods.

The first problem refers to the students. The teaching learning process deals with the classroom activity and the language use in the classroom. The students lacked vocabulary and were not confident to speak English a lot. The students were not active in Speaking. The second problem was related to the teaching and learning process. Teaching and learning process deals with classroom activities, interaction, language practice, etc. Another problem was related to the materials. The English teacher mostly used the text book or LKS in delivering materials. The last problem was related to the media. The teacher mostly used students' worksheet or LKS..

Regarding to the problems, the researcher found that getting students play whispering game in learning speaking could give positive impacts in the class. Whispering Game could motivate the students in learning English for it is fun activities that can improve their speaking skill.

## **RESEARCH METHOD**

This research is an action research study that deals with the use of whispering game to improve the speaking skill of grade VII A students of SMP N 1 Patuk. It focused on the efforts to improve the real condition of the English teaching and learning process. This

research study was implemented in the form of collaborative action research.

Based on the background of the research, this study answered the following questions: how can the use of whispering game be implemented to improve the learning process in speaking English in class VII A at SMP N 1 Patuk in the academic year of 2017/2018.

This study was conducted in the first semester of the academic year 2017/2018. The observation was done on August 29<sup>th</sup>, 2017. Then the actions were done on August 31<sup>th</sup>, 2017 up to September 19<sup>th</sup>, 2017. There are 6 classes in each grade at SMP N 1 Patuk. This study focused on the students of grade VII A at SMP N 1 Patuk, Gunungkidul, Yogyakarta.

The research procedure combined the model of course design suggested by Masuhara in Tomlinson (1998: 247) and model of materials writing suggested by Jolly and Bolitho in Tomlinson (1998). The research procedure are conducting a needs analysis, developing a course grid, producing the materials, evaluating the materials, and revising the materials.

To obtain the data, the researcher conducted a classroom observation, documentations and interview with the English teacher and the students to gather information about the difficulties in the teaching and learning process. In the planning stage, the researcher met the English teacher to discuss the problems that needed to be solved, and decided the actions that would be implemented. In the action stage, the researcher held the classroom observation and interviews. She interviewed the English teacher to find the opinion about the implementation. The

researcher recorded the students' activities through documentation. Finally, the collected data would be used as the sources to evaluate and reflect the cycles that are implemented.

After collecting the data, they were analyzed both, qualitatively and quantitatively. In qualitative, researcher analyzed the data from field notes and interview during the research. Meanwhile, in quantitative the researcher analyzed from the result of the students' speaking performance tests that had been scored by using speaking rubric.

## RESEARCH FINDINGS AND DISCUSSION

The researcher conducted the activities to identify the problems of the field. First, she did observation concerning the process of teaching and learning process at grade VII, A class of SMP N 1 Patuk, Gunungkidul. Second she did interviews with the English teacher and the students.

The class observation was conducted on Tuesday, 29 August 2017 during the process of teaching and learning activities in grade VII A of SMP N 1 Patuk, Gunungkidul, Yogyakarta. The interviews were conducted on Thursday, 31 August 2017. It involved the students of grade VII A and the English teacher. There were 4 students to be interviewed by researcher.

The researcher found some problems that need to be solved as follows:

- 1) The students were afraid of making mistakes.
- 2) Many students interacted with other students using their mother tongue.
- 3) The students had low pronunciation skill.
- 4) The students lacked vocabulary.

- 5) The students lacked chances to practice speaking during the learning process.
- 6) The media used were limited.
- 7) The students had low motivation in learning English especially at Speaking skill.

There were three actions that were planned as the result of the discussion:

- a. Giving daily expressions in each meeting to improve their English,
- b. Providing listening activity by playing the English videos related to the English learning topic,
- c. Using whispering games in every ending of the learning process.

## CONCLUSIONS AND SUGGESTIONS

To sum up, the students' scores in post-test were higher than the pre-test. The improvements are including five aspects of speaking, namely, fluency (16.4%), pronunciation (28.6%), grammar (19.2%), vocabulary (11.8%), and comprehension (16.6%). Based on the result of the students' improvement, the students' speaking skill was improved. That showed that the use of whispering games were successful to improve the students' speaking ability. This technique also could be used in all grade of junior high school since the whispering games are not difficult to be implemented.

For other researchers or for the English teachers, whispering game is suggested to use for teaching and learning activities. It is a good way to improve the speaking skill of students. By using the whispering game, the students will be motivated and confident to speak English.

The use of whispering games in this research could be a reference of action research particularly in improving students' speaking skill. The whispering game is good to improve the speaking skill of students. It is because the students could get fun activities on it. So they could learn English with fun.

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