

**Using *Communicative Games* to Improve Students' Involvement in
Speaking Class of the Eight Grade at SMP Negeri 1 Sleman in
Academic Year of 2015/2016**

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Abstract: This research is aimed to improve the students' involvement in speaking class of eight grade at SMP Negeri 1 Sleman through the use of communication games. This research was action research that consisted of three cycles with three meetings in each cycle. I worked collaboratively with the English teacher, the students, and my friend of PPL PPG SM-3T. The qualitative data were obtained from the observation during the implementation of the actions; interview to the English teacher and the students of class 8E; and the discussion with the English teacher. The instrument used in collecting the data is interview guideline. The validity of the data was obtained by applying democratic validity, catalytic validity, outcome validity, process validity and dialogic validity. The reliability of the data was obtained by applying triangulation method. These data were analyzed using five steps i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The results of this research show that the use of communication games can improve the students' involvement in speaking class. During the implementation of the actions, the students were actively and enthusiastically involved the English teaching and learning process.

Key words: communication games, student's involvement, speaking

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Introduction

Since, the government of Indonesia launched new curriculum named "Kurikulum 2013", English is a compulsory subject for the students of Junior High school and the higher levels. The purpose is not only to fulfil the needs of teaching and learning process by considering students' background, school condition, and syllabus as parts of the curriculum should be enhanced, but also to build students' characters as well as to think scientifically. The aim of teaching learning process is to reach an improvement in learning achievement. The participation of both teachers as educators and students as the learners are needed in the learning process. Students need to get involved in the teaching and learning

process. Students are expected not only to listen to the teacher, but also to actively participate on the activities supporting their learning process, especially in speaking teaching learning process.

Therefore, teachers should be able to create a situation where the students are able to express their idea in English orally. Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. Teachers' competency is one of the factors that should be considered. To achieve the success of speaking teaching learning process, there must be a good cooperation between the teachers and the students. In this case, the teachers play an important role. Knowing the students' need is one important thing for the teachers. The teachers will be able to create the interesting activities to the students. Moreover, the students' involvement during the teaching learning process gives a beneficial contribution to the success of teaching. The students' involvement also influences their ability to communicate in speaking activity. Due to the importance of the students' involvement, various kinds of interesting activities need to be created.

In fact, based on my observation done in SMP Negeri 1 Sleman, problems were found related to the lack of students' involvement. During the teaching and learning process, children were not involved in the class activities. The activities during the English lesson seem to be boring and less interactive. Therefore, it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. The lack of students' involvement in teaching and learning process influenced the students' achievement of competence. That is why in my teaching, I tried to improve students' involvement during the lesson.

Research Method

This research aims improving the students' involvement of speaking teaching and learning process. The research was conducted based on the preliminary observations of the teaching and learning process, and the interviews done to the English teacher and some students. Therefore, it is categorized as Action Research (AR). It was conducted from August – October 2015. In conducting the research, the researcher followed the schedule of the English subject of Class VIII E of SMP Negeri 1 Sleman because the research was conducted in this class. The English lesson was conducted two meetings per week (every Thursday and Friday). It took 2 x 40 minutes in each meeting.

The procedures of the research consisted of formulating the problems which happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the

actions, and making reflections from the actions. The action research was conducted following the steps proposed by Kemmis and McTaggart (1988) in Burns (1999).

The research data were collected in the forms of qualitative data. The qualitative data were acquired through observations and interviews. The researcher collected the opinions and comments about the actions from the research participants. They were asked about their expectations toward the research as well. The data were to describe about the speaking teaching learning process using communication games and to know the changes or impacts after conducting the actions.

To analyze the qualitative data, some stages of data analysis by Burns (1999: 157-160) were applied. They were assembling the data, coding the data, comparing the data, building interpretation, and reporting outcomes.

Finding and Discussions

The implementation of communication games was combined with other actions i.e. using classroom English, giving feedback on the students' pronunciation, and giving rewards to the student's performance. The actions were conducted in three cycles. Cycle I and cycle II consisted of three meetings; cycle III consisted of two meetings. Based on the reflection of Cycle I, the problems related to the teaching of speaking could be overcome. In each meeting of cycle I, the use of the game made the students enthusiastically followed the teaching learning process. They felt no bored and could enjoy the lesson. The student felt that the teaching-learning process was more fun and enjoyable so the teaching-learning process was not stressing. They felt that the games can improve their ability in practiced speaking. The communicative games facilitated the students in learning English. It gives the students chance to practice their English. In addition, the use of every game required them to make questions, so it insisted them to give their response. In addition, the game's properties like cards served them ideas, so they could formulate speech more easily.

Cycle 2 was conducted to solve the problems which emerged in Cycle I and to improve the students' involvement. In all three meetings in Cycle II, the students really enjoyed the games. They enjoyed those games because the games were very attractive. Learning with communication games was more motivating because they could directly practice the theories, and not just learned the theories. They felt more motivated in learning by using communication games. They can learn new vocabularies. They were also challenged with the activity in communication games. The various communication games made them more active in the class. This condition helped them to understand the

material. By playing the games, the students were drilled the materials subconsciously. Moreover, giving students point as reward was successful for motivating them to be more active and totally involved in the learning activities. In addition, the use of video as media was useful for attracting their attention.

In cycle III, the students were familiar in playing the communication game. It indicates that they did not feel shy anymore and they totally get involved in the speaking activity. The students have had courage to speak English. It means that the implementation of communication games in cycle III have succeeded in improving the students' involvement in speaking class.

The following finding shows how the communicative games improved the students' involvement in speaking class.

1. After the implementation of communicative games, the students' participations in learning English were improved. The games guided the students to be active. The students actively interacted with their friends when they played the game.
2. Communicative games were useful for giving the students chances for practicing English. The games provided the students with a lot of practice and repetitive activities. In addition the games created both communicative and competitive activities for the students so they could interact with each other. The students could practice English and interact with their friends and the teacher well.
3. Communicative games were useful for improving the students' motivation in learning. The games created fun learning activities and fun atmosphere in the classroom. Thus, the students did not get bored in learning.
4. Communicative games were useful for helping the students to comprehend the materials easily. The games provided repetitive activities that drilled the students for learning. The games' properties like cards provided ideas that helped the students easily memorized the vocabulary items. By playing the games, the students were drilled the materials subconsciously.

Conclusions

This research was aimed to improve the students' involvement in English speaking teaching and learning by using communication games in SMP Negeri 1 Sleman. In this research, the communication games were implemented in three cycles. Classroom observation when the actions were implemented and interviews done with the students and the English teacher after the implementation of cycle I, cycle II and cycle III proved that the actions were successful in improving students' reading comprehension as being expected. During the implementation of

communicative games, the teaching and learning process in the class became very interesting. Communicative games gave chance to everyone in the class to practice their speaking and to participate in learning speaking actively. The games also could attract the students and made them happy to learn English. When the atmospheres in the class were fun and relax, they were motivated to join the class and practice the vocabulary and pronunciation that would be used in the game.

In conclusion, those communication games and other supporting actions could improve the student's involvement in speaking class. Through those activities, the students were more confident and enthusiastic to perform their work in front of the class. The students were more familiar with English words and they could pronounce the English words correctly. Besides, the students were also actively engaged in the activity.

References

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