



IMPROVING ELEMENTARY SCHOOL STUDENTS' SPEAKING SKILL ABILITY USING PASS BALL GAME

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Abstract

Speaking skill is the main thing to be mastered as the language teaching need oral production result. However, speaking skill can't be achieved easily as long as the use of inappropriate technique especially to the first formal school's learner young learner. Thus, teacher needs to give interesting technique so students could achieve speaking ability without any obstacle. One of technique to teach speaking is the use of Pass Ball Game. This activity involves the most favourite of children toys; ball. Students will play with the ball in line with the performing speaking skill. As a result, students will consider that English language is easy to be mastered and interesting lesson.

Key words: Speaking Ability, Elementary School, Pass Ball Game

A. INTRODUCTION

Speaking is one of the skills besides listening, writing and reading. Speaking is the first parameter to measure someone does can speak English. Furthermore, if someone is good in speaking, he/she feels at ease and ready to learn other skills like writing, listening, reading and grammar. For young learner in elementary school level, speaking in English is not simply things, because it is new thing for them that so much complicated for them.

However, there are some problems that make it difficult for students to able to speak English. The first problem is teaching technique is inappropriate enough for the young learner. The second problem is English is new for young learner so they difficult to learn in which English linguistically so much different with their mother tongue and national language. Therefore, the teacher should be creative to use some strategies that can encourage students' motivation to learn English and improve their speaking.

To overcome the problems mentioned above, the writer proposes the use of Pass Ball Game. The writer chooses this mediadue to the fact that all children love to play ball. Students will enjoy the whole class while unconsciously they learn to pronounce each of words which teacher instructs. The purpose of this paper is to

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explain how the use of Pass Ball Game can be an alternative as effective media to improve students' speaking ability.

There are many definitions of speaking that have been proposed by experts in language learning. To deliver such information faster, speaking must be the best way used by almost being-living. Nessa Wrifson & Elthon Jadd state that speaking plays an important role to relate people to one other. Thus, a correct grammar and choice of word should take into account so that there is no misunderstanding between the speaker and the listener. It means every conversation that people make should put grammar and choice of word as important parts.

According to Thornbury (2007:40), there are three stages of developing speaking skill; awareness, appropriateness, and autonomy which mean, first, learner are made aware about the features of the target language followed by integrating the features to learners' background knowledge. Finally, they are acquired to develop the features under real time without assistance.

Based on the definition above, speaking can be concluded as an activity to relate people each other in taking and giving the information. In delivering the idea, it is important to consider grammar and choice of words so that the main point of information is understood by the listener.

According to Permendikbud, teaching all subjects must be taught in three phases; pre teaching, while teaching and post teaching. In the case of teaching speaking skill especially for school-age children, every stage must be put well so that learner feel at ease to follow the lesson. It is also remembered standard and basic competence of elementary schools states that teaching English in elementary school purposed to prepare the students to the higher level of education; it is junior high school level. The main matter is to maintain the class' needs like mini interaction that would be better using TPR. The characteristics of young learner also proposed by Brown (2001:87-90); intellectual development, attention span, sensory input, affective factors, authentic, meaningful language.

So, teaching English to young learner should consider several things unless teaching fails to achieve its purpose. The stages that are designed, function, purpose of teaching in elementary school and the characteristic of young learners should take into account so matter, topic, and their ways match with the young learner.

Young learner has several characteristics that make them different from adult learner. From Brumfit, Moon and tongue (2010:19) state children is the beginning of the first formal schooling, they are much influenced with their environment that make them different each other. Besides, they need to do something fun that involve their physical. Moreover, A. Wendy A Scott and Lisbeth H Ytreberg also define the characteristic of young learner from seven to ten. The five to seven years old (beginning stage); they can talk about what they are doing and what they have done, plan activities, use logical reasoning and understand direct human interaction. The eight to ten years old; they can understand abstract and symbol (beginning with words), and they can generalize and systematize.

Applying game in the classroom can make the class more enjoyable and colorful. From oxford dictionary, game is an activity or a sport with rules in which

people or teams compete against each other. Meanwhile, Kim (1995:36) states that it is a misconception if learning should be serious. Game involves students' physical response; feet, hand, head, voice, mimic body movement which make learning more interesting. As a result, students can remember and store certain words stronger and faster. According to Martinson and Chu (2008) state that games is an effective tool for enhancing students' ability. They offer students into the different atmosphere. Learners can do more than they think because there will be no felling of guilty. They unconsciously also learn to strategize, to consider alternatives and to think flexibly. There were some research which had been conducted related to the teaching speaking by using game. One of them was research conducted by Agustia and Amri (2013) that focus on the use of tic-tac-toe game in teaching speaking.

Cezanne (2008) says that game is a kind of a play contains the rules, but it is enjoyable and fun. Language learning is complicated for the students. In teaching learning process students take much energy and think harder for a long period of time in the class. This situation can make frustration. Sometimes they get bored and feel unsatisfied in the classroom. Games help and encourage them to support the students in learning process. Games are motivation since they are amusing and challenging.

Wittgenstein (2002) demonstrates that the elements of games, such as play, rules, and competition, all fail to adequately define what games are. Wittgenstein concludes that people apply the term game to a range of disparate human activities that bear to another only what one might call family resemblances.

From the definition above, it can be concluded that game has power that can be used in the class of learning language. Students who play the game to learn language are offered the kind situation. Moreover such rewards that are presented motivate them to win the game. Therefore, learners unconsciously understand what the meaningful they can take from activities in the class.

Using ball in language teaching could attract students' interest easily. Barnabas and Anabel state that all children from over the world have the same favorite activity; they love to play the ball game. This has implicit meaning if the use of playing ball combined to language learning, teaching language will surely be work for children's language improvement.

Cate Heroman states that children love ball. They play with them in many different ways; throwing, catching, kicking and rolling them. Children make balls, marbles and other rolling objects change speed and direction. They see how the natural forces such as gravity and friction affect the movement of ball. Children play traditional game with balls and often invent their own game.

According to Alex Case the use of Pass Ball Game can be applied in language learning as long as performing speaking activate in learning process. Both playing and performing could run balance so students engaged to the lesson. He proposes several variation that teacher can apply in the classroom. During catching and throwing; students can bounce the ball on the floor, or even not letting it drop to the floor. To perform speaking, students can be asked to drill many categories of words class; four legs animal, two legs animal, odd and ordinal number, date, objectives and many others.

In this study, the topic is wild and pet animals. Students are asked to stand in circle. Teacher starts the game by introducing the students about pet and wild animal through the pictures. To start the game, students are asked to stand in circle and teacher chooses the first student randomly to answer the question. The questions are based on pet or wild animal. After that, students who with the ball say his/her answer. After that, throw the ball to the person in front of her/him or the one who is not get turn yet. Students can drop the ball while thinking about the answer as long as it is not fall down. In the second session, Teacher asks the students to answer in form of sentences.

B. DISCUSSION

The Procedure of Pass Ball Gamein Teaching Speaking

1. Preparation

Before starting the lesson, the teacher should prepare some pictures of pet and wild animals. The teacher should able to start the class by several mini conversation that make students understand what actually lesson's topic. Then the teacher can ask the students whether they have one of the animals on the pictures or not. If the students have cat, dog, duck at home, teacher can tell that they are belong to the pet animals. Different from wolf, snake, tiger and lion that are belong to the wild animals. It is followed by pronouncing the word of animal twice or more to make students know how to say them in English. After that, teacher can play a short video about pet and wild animal that show and explain more to enhance students' understanding. Teacher asks the students' opinion about the video.



Teacher: It is a cat. Okay once again it is a cat

Students: It is a cat



Teacher: It is a bird. Okay once again it is a bird.

Students: It is a bird



Teacher: It is a turtle. Okay once again it is a turtle.

Students: It is a turtle.



Teacher: It is a wolf. Okay once again it is a wolf.

Students: It is a wolf.



Teacher: It is a lion. Okay once again it is a lion.

Students: It is a lion.



Teacher: It is a bear. Okay once again it is a bear.

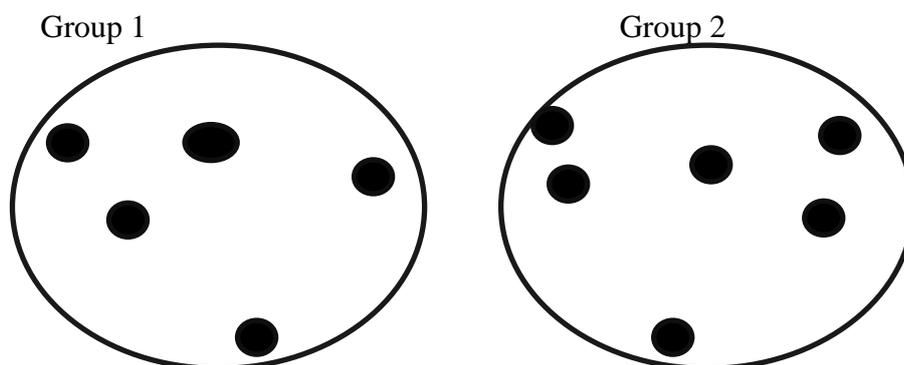
Students: It is a bear.

Related conversation.

- Teacher : Good morning students. How are you today?
Students : Good morning ma'am. I'm fine to thank you and you?
Teacher : Sure I'm fine too. I have good news for you. I got new pet from my sister. It is cat. Her name is Bee. Whose have a pet here? Raise your hand please!
Student A : Yes I have a snake ma'am.
Student B : I have a dog ma'am
Teacher : Very good Nisa, Lia
Teacher : Okay, How about lion? Do you think it is a pet animal?
Students : Yes/No ma'am
Teacher : But lion is a wild animal. Okay today, we will learn about pet and wild animal.

2. Application

After the session, Teacher divides the students into several groups consist of six to eight per group. They stand in circle while teacher stands in the middle. As soon as teacher says "pet animal" while showing a pictures student who with the ball shall pronounce the word of animal and throw the ball to the next students who don't get turn yet. It is important for the teacher to perform game first with several of the students so that the game can be played well by the students.



- Teacher : Pet animals (Showing several pictures)
- Student A : Cat is a pet animal (throw the ball to the student B)
- Student B : Pig is a pet animal (throw the ball to the student C)
- Student C : Duck is a pet animal (throw the ball to the student D)
- Student D : Bird is a pet animal (throw the ball to the student E)
- Student E : Turtle is a pet animal (throw the ball to the student F)
- Student F : Chicken is a pet animal

Note: Teacher can tell the student about the answer if the pictures previously were not introduced. Teacher helps students to pronounce. The session can continue with the wild animal.

In the end of game, teacher asks students to write down one of their answers on the board while frequently pronounces sentences.

| No | Students | Animal's Name | Sentences |
|----|------------|---------------|-----------------------------|
| 1. | Student A | Cat | Cat is a pet animal. |
| 2. | Student B | Pig | Pig is a pet animal. |
| 3. | Student C | Hen | Hen is a oviparous. |
| 4. | Student D | Frog | Goat is a pet animal. |
| 5. | Student E | Snake | Snake is a pet animal. |
| 6. | Students F | Crocodile | Crocodile is a wild animal. |
| 7. | Student G | Tiger | Tiger is a wild animal. |
| 8 | Student H | Monkey | Monkey is a wild animal. |
| 9 | Student I | Lion | Lion is a wild animal. |
| 10 | Student J | Duck | Duck is a pet animal. |

3. Closing

In confirmation section, teacher and students discuss about the difficulty they find during playing game. Thus, teacher can overcome every problem

becomes an understanding toward the lesson. Teacher could give additional assignment for students to write down the name of animal they got during playing game. They should be able to add more examples of pet and wild animal. This section can strengthen students' understanding toward the lesson.

C. CONCLUSION AND SUGGESTIONS

1. Conclusion

To sum up, based on the discussion in the previous chapters, it can be concluded that the writer uses the library method to solve the problem, and chooses the Pass Ball Game for the alternative to teach speaking skill. The teacher has to know that by using the Pass Ball Game, it can increase students' motivation and attention to learn English. Students learn how to be corporative and respect other's idea. Besides, they also think English is not difficult like they've tough before. Thus, speaking skill as the first parameter to see someone's ability can be mastered by the students since the beginning level of Education so that students will be more ready to face next level of education; junior high school.

2. Suggestions

The Pass Ball Game gives a contribution to improve students' speaking ability. The writer suggests the following points:

1. The teacher should be creative in selecting and using the interesting and appropriate material to the students so it makes classroom activities more enjoyable, especially in teaching speaking.
2. The teacher should use the real object in every teaching speaking session closely related to the students' life so it makes students familiar and can follow the lesson easily.
3. Teacher should be creative in organizing a good teaching and learning so students find its interest and simplicity that both of students and teacher can prepare: instruction's sentences.
4. This paper is expected to be an input for English teacher of elementary school to apply as an activity.

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