

THE USE OF RELAY RACE GAME TO INCREASE THE STUDENTS' PERFORMANCE SPEAKING ABILITY

Nurhana¹, Ismail Latief²

State Islamic Institute of Parepare¹²

Abstract

Through observations made on students of SMPN 2 Pangale Kab, Mamuju Tengah, specially in class VIII it was found that students did not show motivation in learning English in school. Therefore, the researcher decided to use a Relay Race game to solve problems. Expected via a Relay Race Games are used, students motivation can be increased and improved see how the steps in the game can improve students motivation in learning English second year students of SMPN 2 Pangale Kab, Mamuju Tengah. The design of this study is a quantitative method using a quasi-experimental design (nonequivalent control group) with to groups, namely the exptmtl group and the control group. The study population was second year students in SMPN 2 Pangale Kab, Mamuju Tengah consisting of two classes in which the total number was 40 student. The sample of this research was purposive sampling technique. Researchers took one class, VIII which was divided into two groups, the first group was VIII (A) as an experimental group consisting of 20 students and the second group was VIII (B) because the control group consisted of 20. Data collected through pretest and posttest. The the method Relay Race game can improve students English ability the apply the discussion method. The results of this study indicate how students speak significantly improve.

Keywords: *Relay Race Game, Speaking English, Speaking Ability.*

Introduction

Language is a tool conveys ideas, through the feeling English is the first language in Indonesia which has an important role in absorbing and developing science, technology and culture. As we as in establishing relationship to other nations. English is an international language used by a lot of the countries use English as a second language.

The students of SMP and SMA are hoped to have enough competence speaking ability because it becomes subject tested in National Final Examination. In order to reach the goal above, many experts of education try to overcome the problems of speaking ability. They try to carry out different attempts improve Speaking ability process. The curriculum, approach, method of speaking teaching are always revised and improved in order to meet the goal of teaching are always revised and improved in order to meet the goal of teaching speaking process.

Speaking English is one difficult skill for students. Based on cursory observation, it was found that most of students could not speaking well because of several reason. Those were lack of vocabularies, did grammatical mistakes in speaking, mispronounced words, got stuck in speaking, pausing, and still shy to speak.

Performance can be interpreted as the level of achievement of results or The degree of accomplishment. Often also called the level of achievement of organizational goals. Evaluation of performance or also called performance is a very important activity. The assessment referred to can be made as input to make improvements to improve performance.

In Indonesia, English language is the first foreign language which thought from junior high school until university. It is a must from Indonesia students to learn english as a compulsory subject to get values in the school.

Motivation is one of the important things needed in doing such things in life. However, the problem that occurs among the students now days is that the students lack motivation in learning. It was clearly showed when the researcher did observation in the classroom. During the observation period in the class, the researcher found that most of the students did not show much excitement during the learning; they often did not finish the tasks and they could not work in their groups well. Some of them stated that they felt bored during the learning process because they do the some activities most of the time in the english class. They were not feeling enthusiastic following those activities. Even though sometimes they did discussion, games or other activities, but still they were not feeling excited about what they were doing during those activities.

SMPN 2 Pangale is a school located in the countryside precisely in the village of kombiling subdistrict pangale kab, mamuju tengah. Where the school has approximately 150 students, which consists of classes VII, VIII and IX.

where the school is the same as other schools, which is learning Speaking ability as usual. But unlike students in the city, where students are very concerned about subjects, especially English. Whereas in rural areas most students are ignorant with their lessons, especially speaking ability lessons, because they are less interested speaking skill.

Relay race games can motivate students in English learners. Because students are able to accept a language which by using one of the games where students do not feel bored in Speakin ability. then students can not only use it in the classroom or at school but students can also use outside of school together with their friends because this relay race game can be used outside the learners at school so students can speak English quickly and well.

Therefore, the researcher decided to use relay race game, by using the relay race game, it was expected that the purpose of the research which were to find out whether or not the relay race game could increase the students motivation in Speaking ability, not only as an individual student, but also as a team work and how each step of the game could be done consistently to make it effective.

Method

In this research, the researcher would like to collect; process; analysis data to get conclusion of the research. This research is called quantitative research because it would use statistic analysis. This research employed Quasi Experimental Design. Nonequivalent Control group Design is used in this research. The research is conducted in SMPN 2 Pangale, West Sulawesi and it took duration was about two month.

Based on the population, the research chose two classes those are VIII A and VIII B as sample by using total sampling. the researcher consider that the students' understanding or knowledge about increase learning english. besides, it is recommendation of the English teacher. The teacher states that in the students in the class have representation of the population. VIII A as an experimental class that consisted of 20 students, and VIII B as a control class that consisted of 20 students. The total number of sample is 40 students consist 13 male and 27 female.

In collecting data, researcher using writing test and performance as the instrument of this research. the students made some test that relates to the students' environment of relates to the students' real life situation as the writing test. After making some question, the students addressed their increase in learning english as the performance test.

Discussion

The result of the pre-test and post-test showing in following table.

Table 1. Mean Score and Standard Deviation of the Student's Pre-test and Post-test

Group	Mean score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental group	12.60	20.30	1.789	1.418
Control group	11.40	19.05	1.698	1.761.

Table 1 shows that the students' English Learning in Experimental group and control group almost have the same skill before treatment. It can be seen from the mean score gained

by the students in Experimental group and the mean score in control group was not far difference score. Although the score in Experimental group (12.60) is lower than in control group (11.40), it showed just a little different score both of them. But after treatment (post-test), the main score obtained by the students in Experimental group (20.30) is higher than the main score in control group (19.05). The result score both in experimental and control group before and after treatment were increase. It means after using “Relay Race Game” method and Discussion the students’ English speaking skill found the improvement. In classifications poor to good for Experimental group and for control group in classifications poor to good.

To know the different improvement of students’ English Learning through “Relay Race Game” method as Experimental group and telling expression as control group, the researcher indicated the mean score in following table:

Table 2. the result of t-test and t-table value

T-test for experimental group	T-test for control group	t-table value
95,527	78,387	1,21865

The T-Test value of SIS NTS in Experimental Group (95.57) is higher than the T-Table value (1.21865) as table 4.14 of the analysis after providing treatment. While the value of T-Test students in the control group (78.387) is higher than the T-Table value (1.21865) as well. According to the statistical hypothesis, if the T-Table value is lower than the T-Test value, it means that using the "Relay Race game " is able to improve English language learning students in eighth grade SMPN 2 Pangale Kab, Central Mamuju. But, there is a significant difference in value between students taught by "Methode Game " and taught by "discussion ". Based on the table T-Test and T-table values above say that the T-Test in the experimental group is higher than the T-Test in the control group. Therefore, researchers concluded that implementing the Relay Race Game method "To improve student English is one of the good ways to lead students more interested in learning English especially in. Language and learn English through the "Relay Race Game " Better than the "discussion " To improve students ' English skills.

To find out how effective implementing the "Relay Race game method " and the conventional way "discussion " To improve students ' English proficiency, researchers have gotten some information from student activities in the learning process.

There were three meetings in experimental groups and three meetings in the control group, and two meetings to give the test. To know the knowledge of students before and after the treatment, the researcher gave the test that is Pretest and post test. This type of test is a writing test consisting of ten questions for pre-Test and ten questions to post-test in the form of multiple choice. The researchers called a student in conducting a test, and it was done until all the students had been tested, aiming to talk about the theme that the researcher provided.

First treatment: The researchers provide lessons about first Speaking ability, namely how to talk about expressions greeting and introduction self in English. And then the researcher will greet the students, after that the researcher gives motivation about the importance of Language to students before giving material especially to master one of the significant Speaking ability. After that the researcher wants to introduce the method that will be implemented in teaching Language, the Relay Race Game method. The researcher applies the Relay Race Game instruction method to students by asking students to say their greetings and introduce themselves in English. Before asking them to do that the researcher gave the students fifteen minutes. Then, researchers guide students how to give greetings and introduce themselves first in Speaking ability.

Second treatment: The researcher gives instruction about asking someone's condition or condition in Language. After the first meeting, in the second meeting the researcher will greet the students, after that explain to students the topic or material to be studied. Before asking students to recall material at the first meeting, the researcher wants to repeat to explain the role of the Relay Race Game. Then, give a few words related to the topic because at the first meeting there were some students who did not know how to introduce themselves and give greetings. After that the researchers taught them how to or practiced directly to students with correct pronunciation and expression. Next, the researchers gave a few minutes to remember their texts related to asking one's condition.

Third treatment: The researchers teach about how to express them selves in saying goodbye to their friends, this meeting, researchers will also greet students, then always provide motivation so that students are more eager to learn English. After that give a brief explanation about the Relay Race Game to make them remember the method. Furthermore, researchers divided it into groups consisting of four members. And students are asked to memorize the test that has been given by the researcher Before asking students to discuss the test, the researcher gives a few minutes to the student. Then from several groups that have been divided there are some groups that are very active and some are quiet.

In control group, the researcher gave some materials for students but different treatment. The researcher gave the treatment through “Discussion”. Through this method, the students also faced the improvement in speaking, the explanation improvement of students in fourth meetings they were:

The first meeting : The theme of discussion was Discussion In this meeting, the researcher gave guiding used conventional way is “Discussion”, seems like introducing the topic, but specially talk about agree and disagree an opinion, opening and closing the discussion. All must memorized by all the students to make the students have basic before begin the discussion. With memorized all of that, would enrich the new knowledge of students because they have known some statement in Speaking especially in doing the discussion. Because the students have basic before doing discussion in the class, they would not reluctant to language and with that it would guide the students how to open, and to close the discussion process. And it would be try to improve the students’ In Speaking ability. The researcher had not seen the enthusiastic in this meeting because the main activity was not began yet.

Second meeting: where the researcher gives the material to students with a discussion method with the same material studied in class experimental, only in this class do not use the Game method.

The third meeting of the researchers gave the material by way of discussion, then gave students the text by means of discussion not to use games anymore. Because only using students' discussion did not really understand what they had to do with this test, many students found it difficult to talk or practice in previous meetings because they were not interested. It can be concluded that students' interests are based on topic discussions. The topic is able to stimulate students Speaking ability, although they still lack vocabulary but, at least they have motivation in the learning process.

Conclusion

Based on the research findings and discussion in the previous chapter, the results of data analysis show that the ability to speak English from eighth grade students of SMPN 2 Pangale in class VIII A as an experimental class increased significantly through teaching speaking using the "Relay race game" method. That can be seen from the different pre-test and post-test scores. Where the post-test score was 20.30 compared to the pre-test score of 12.60. Therefore this method can be said to be a good method.

Students' speaking ability in class VIII B as a control class by teaching speaking through "discussion" Conventional Ways also appear to be improved in the experimental class. Because, there are different improvements shown in the average score of pretest and posttest. The average score on the posttest was 19.05 higher than the average score on the pretest which was 11.40. Therefore teaching speaking through "Discussion" is also good. Although it is not the same as using the game method.

The application of the "Relay race game" method to improve students' English skills is better than the "Discussion", because there is a significant improvement of English language skills of students in the eighth grade of SMPN 2 Pangale Kab, Middle Mamuju before and after using the "relay race game" method in the experimental class and "discussion" in the control class. According to researchers, teaching English through these two methods is actually a good way to improve English language skills, although the improvements faced by students are not the same, both are seen from the score results in the t-test formula. The improvement that was different from students between the experimental classes was higher than the increase in students in the control class. Researchers found there are several factors that influence differences in both the experimental and control classes, such as: motivation in learning and speaking in English, confidence in speaking, interest in the topic and pleasure to learn. Therefore, teaching English through the "relay race game" method is better than teaching through "Discussion".

References

- Arikunto Suharsimi. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Ayurini. 2008. *Eexcellent English Game*. Jakarta: kesaintblsnc.
- Brown H.Douglas. 2007. *Principle of Language Learning and Teaching*. UAS:pentice-Hall, Inc.
- Brophy, J. (2004). *Motivating students to learn* (2nd ed.), London: Lawrence Erlbaum Associates Publisher.
- Clark. 1998. *Group Gifted*. The Third Edition, California: States University.
- Fausiah. *Defenition of Speakin*. [http://carapedia.com/defenition of game_info2144.html](http://carapedia.com/defenition_of_game_info2144.html). 18 januari.
- Grind Vlad. 2013. 15th 2015. *Principles of Learning for English Learners*. America: GM English Learning <http://www.center-school.Org/esl/documents/principlesoflearning-handout.pdf>. Accessed on September.

- Hermey Jeremi. *How to Teach English*.
- Hornby A.S. *The Oxford Paperback American Dictionary*.
- Huda, N. A. 1997. *National Strategy In Achieving English Communicative Ability*. Globalization perspectives. The Journal of Education, 4, Special Edition.
- J.Hadifield. 1999. *Intermediate Vocabulary games*. Harlow, essex: Longman.
- Johnson Keith. 2001. *An Introduction to Foreign Language Learning and Teaching*. England: Pearson Education Limitid.
- Peraturan Kementerian Pendidikan dan Kebudayaan Republik Indonesia Lampung 1V, *Implementation Kurikulum, Pedoman Umum Pembelajaran*, Jakarta:2013,
- Prensky. 2011. Educational & psychological journal: Using games to promote students' motivation towards learning English, vol. 2
- Rismawati B, *Using "Tahta" Game in Improving Students' Vocabulary at the Second Grade of SMP Negeri 8 Pinrang*", Parepare, 2015,
- S.K. Lee. 1979. *Creative Game for the Language Class*. Forum.
- Skala nilai pada Raport peserta didik Kurikulum 2013, <http://googleweblight.com/fatkoer.wordpress.com/skala-nilai-raport-kurikulum-2013>. Accessed on 29th of April 2017.
- Sugiyono. 2013. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Sukardi. 2004. *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya*. jakarta. PT. Bumi Aksara.
- Sukardi. 2004. *Metodology Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: PT. Bumi Aksara.
- Thomas and Page, terry. 1973. *International Dictionary of Education*, New York: Nicholas publisher Co.int.
- W.R. 1979. *Language Teaching Games and Contents*. Oxford: Oxford University.
- W.Tyler, Ralph. 1949. *Basic principles of curriculum and instruction*. Chicago and London: The University of Chocago press.
- Walker and Re ece, Ian Stephen. 1997. *Teaching, Training and Learning*. Third Edition Britain: Business Education Publisher Limitid.
- Yanti, *The Aplication of Socio Drama in Improving Students' Speaking Skill of the First Year Students at SMP PGRI 1 Parepare*. Unpublished