BUILDING STORY GAMES TOWARD STUDENT'S SPEAKING ABILITY

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ABSTRACT

The researcher took pre-experimental method with one group pre-test and post-test design. The population of this research was the eighth grade students in academic year 2018/2019. There were 86 students spread in 3 classes (VIII Expert, VIII Excellent 1, and VIII Excellent 2) and each class consist appropriately 26-31 students. VIII Expert class was taken as the sample and the total of samples is 26 students. The data of the research was collected by using speaking test. The result of data analysis showed that there was significant difference between the students' score after they were taught by the using building story games and before they were taught by the using building story games. It was proved by the mean score of the post-test which was higher than the mean score of pre-test (73.88>63.43). Furthermore, the result of the p-value was lower than α (0.000<0.05) which means that H_0 was rejected and H_1 was accepted. Based on data analysis, the research concluded that there is the use of building story games toward student's speaking ability.

Keyword: Building Story games, speaking ability.

INTRODUCTION

Speaking is one of the critical parts in English skills other than reading, writing, and listening. Speaking should be a priority for students, as speaking is used in everyday life to communicate and students can express their feelings directly through speaking. Speaking is the skill to convey information verbally. When people want to speak, they don't have to take a pen and a paper to write it down what they want, but they just need to sound words. The process to produce in speaking happens systematically in the human organ of speech. As Bailey (2005:2) in Putra and Don(2014) stated that speaking is productive, the oral skill that consists of producing systematic verbal utterances to convey meaning.

In language learning, including speaking, there is an activity of a speaker or learner and it must have the effect of building the desires of a speaker or learner and conveying his or her feeling and attitudes through speaking. It is therefore impossible to separate the learning of speaking from the language. Functions of speaking are: speak as an interaction, speak as a transaction, and speak as an output. Each of these speech activities is very different in form and function and requires different approaches to teaching. (Brown and Yule (1983) in Richards (2009:19). We produce text when speaking and it must be meaningful. Communication activities have four elements consist of the speaker, the listener, the message, and the feedback.

Based on skills, the curriculum is one of the four basic skills students must obtain. In communication, it has an important role. Speaking can be found in the spoken cycle, especially in the Joint Text Stage Construction (Departemen Pendidikan Nasional 2004). Speaking is closely related to listening skills. In the act of the speaking, students must listen and speak up, because they not only remember and memorize sentences in writing but also speak spontaneously to show students the idea orally.

According to Chaney (1998:13) in Putra and Don (2014) speaking is the process of developing and sharing meaning in various contexts using verbal and non-verbal symbols. That is, people can share information about happiness, sadness, anxiety, fear, and others, through speaking.

Furthermore, Burns & Joyce (1997) in Shiamaa (2006), Speaking is defined as an interactive meaning-building process involving the production, reception, and processing of information. It's form and meaning depend on the context, the participants and the purpose of the speech.

According to Webster (1980) states that speaking has various meanings such as to say, to make it known or to declare, to announce, to proclaim, to celebrate, to use or to be able to use (a given language) in speaking and addressing. Mine while, Ladouse (1991) say that speaking is described as the ability to report acts or situations in precise words or to express fluently a sequence of ideas.

Many students feel difficulties in studying English, especially speaking. Even though English is tough from kindergarten or elementary to university we still find that most of the students often have difficulties speaking in English although they will graduate from senior high school. There are many similarities and difficulties faced by the student in speaking English is like the fear of making mistakes, afraid of being laughed at by their friends because the pronunciation and grammar they use are unknown. In addition, they also don't have enough confidence to express ideas that they have and feel hesitant because their vocabulary is lacking. Then, they are also tired of learning English because activities in teaching and learning are provided in conventional ways, for example, students are asked by the teacher to make memorized text. In addition, they also cannot speak on the basis of their willingness, because of the teacher structures what they want to say.

It means that both of teacher and students must be able to master English. So that, the teacher must understand the problem and difficulties of the students in the learning process to understand the material in English to speak well. The teacher must have a teaching technique that can make student interest in learning English.

Games are a natural way to understand the world around for children. The Game is a fun and interesting activity. It helps develop children's imagination, creativity, ability to solve the problem and improve a social skill (Wyeth, 2015). Playing with others allows children working in a term share, negotiate, listen, and resolve conflicts.

Using stories is also very good at learning, especially speaking activities. The brain is optimized be more relaxed, creativity, and imagination are very necessary, and we can know various cultures through stories. According to Jaka Filyamma (2012), the story is a series of events that are conveyed, either from real events (non-fiction) or unreal (fiction). Good speaking learning always strives for students to think creatively where they combine the ideas and statements they convey. When students have ideas, they are delivered in the form of stories, according to their thought, so that is where they learn to speak naturally (Fabelia)

Therefore, in their learning, the games need to be part of the process, including learning a foreign language. When learning English, students want the teacher to use the game as a technique. Many of them feel bored and nervous to understand the meaning of the material being presented by the teacher especially the teacher just depends on an English book. The researcher concludes that the students will interest in the game as a technique in learning English so that they will learn and more fun. This could be a reference to the teacher to consider the game as a technique to improve student learning more enjoyable.

There are many strategies for improving student's speaking ability. In this study, Building Story Game is the choices of the strategies that will apply in the classroom in an effort to increase student's ability in speaking. Building story game is a game that requires students to tell the story according to from their imagination as creative as possible (Amir Inggris, 2008). This game will apply by instructing students to arrange story pieces in paper form in groups as creatively as possible. The results of the composition of the story will be told in front of the class   to   train   students'   speaking   ability.

From the above explanation, the conclusion is speaking very important because by speaking students can declare their opinions and learn speaking skill it makes students understand how to speak well. But most of the student had difficulty in speaking English also saw from the teacher teaching technique in the classroom often just uses the book makes student less in practice. So, by looking at such things as the references, the researcher was conducted a research entitled "The Use of Building Story Games toward Student's Speaking Ability at eighth grade of SMP Negeri 6 Sengkang Kabupaten Wajo"

Some Partinent Ideas

English games are an important component in learning English itself. Using games in learning English, students gets their own interest in learning. Furthermore, the game is considered to be of significant influence to increasing motivation and interesting of students to learn English.

Building story is a game that requires students to tell the story according to their imagination as creative as possible (Amir Inggris, 2008). In this game, the teacher prepared the story in the form of paper cut into several parts, each part contains one or two sentences from the story then students instructed to compete in compiling the story in groups. The fastest group to compile the story gets the gift. Each group tells their story in front of the class. This game is made to train the reasoning of a student and speaking ability in using English while increasing motivation to learn because it create situations that enjoy and fun.

Building story games strive to make students excited and enjoy the learning process, indirectly this game make students actively talk, interact with other students and also teachers. This game involves all students in the class. This game is simple and needs cooperation. When the students telling the story, they allow for using Indonesian if there is something that is not known, but dominant English was used.

To make students more motivated, the teacher prepared gifts for the group that are considered successful in this game. The steps in teaching speaking by apply building story games were:
a. Pre-activity
 1. Gave greeting to the students and asking how they are.
 2. Checked the student's attendance.
 3. Ensured students are ready to receive material in class.

 b. Main-activity
 1. Introduced building story games.
 2. Gave an example of the material orally.
 3. Gave chance to each student to ask for unclearly materials.
 4. Prepared the objects such as glue, pieces of stories, and empty cartons to stick to the composition of the story, as well as other needs.
 5. The students divided into several groups. Each group consists of 5-7 members.
 6. Each group competed to compile the story and paste it on the provided carton.
 7. The teacher gave candy prize to the fastest group.
 8. After completion, each student in the group asked to tell the story.

 c. Post-activity

 1. Concluded the material.

 2. Informed to the students about next meeting activity and gave learning speakingmotivation to the students.

 In the use of building story games, there are advantages and disadvantages, including. Advantages of Building Story Games are: Make students more active, this game optimized the process of teaching-learning, gave experience to the students, and building positive interaction between a student and other students and with the teachers.Disadvantages of Building Story Games are: Requires costs, because in this game requires tools or media that must be prepared in   advance.   This   game   also   has   limit   time.

METHODS

This research was applied a quantitative research. Quantitative research is the research that identifies problems based on trends in the field or on the need to explain why something happened (Cresswell, 2012: 13). Quantitative research divided into several designs namely experimental, correlation, and survey.

Experimental design also called intervention studies or group comparison studies are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants (Creswell, 2012: 21). The form of experimental research consists of pre-experimental design, true-experimental design, factorial design, and quasi-experimental design.

Pre-experimental is one of the simplest forms of research design. Pre-experimental designs (non-designs) are not yet serious experiments because there are still external variables that influence the formation of the dependent variable This design consists of a one-shot case study, one-group pre-test post-test design, and intact-group comparison (Sugiyono, 2017: 74).

In this research, the researcher has used an experimental design in the form of the pre-experimental method with one class pre-test and post-test. Pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. Post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. (Creswell, 2012: 297)
Design of the research described as follows:

TABLE 1/ Research Design

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Where   O1 is pre-test
O2 is post-test (Sugiyono: 2017)

2.1 Population and Sample

Population is the similarity of characteristics between individuals in a group. (Creswell, 2012:142). The population in this research was taken from the eighth-grade students of SMP Negeri 6 Sengkang Kabupaten Wajo in 2018/2019 Academic Year. It consists of three classes namely (VIII Expert, VIII Excellent 1, and VIII Excellent 2). The population of eighth grade is 86 students. The sample is a subgroup of the target population that researchers plan to learn to generalize about the target population (Creswell, 2012: 142). The sampling method consists of 2 large classes, namely probability sampling (random sample) and non- probability sampling (non-random sample). In probability sampling, the researcher selects individuals from the population who are representative of that population. While in non-probability sampling, the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study. The researcher was choosing one class VIII Expert which consists of 26 students. Therefore, there were 26 students in this sample.

2.2 Procedure of Collecting Data

The researcher was conducted the research with the following procedures:

1.   Pre-test
The researcher was provided a pre-test before using treatment. In this case, the researcher was explained what the students would do, then asked students to answer a number of questions provided to find out the students' speaking skills. After that, the researcher giving a score on the student's results test.

2.   Post-test
The researcher employed post-test to find out the value of treatment whether the post-test result better than pre-test and this test aim to see the improvement of student's speaking ability.

3)   Treatment

After giving a pre-test, the researcher was gave treatment to each student. Treat it through story building games. In this case, the researcher gave several narrative topics in the form of pieces of paper that contain one or two sentences that was arranged by students in groups and tell them in front of the class.

The treatment was run for 45 minutes. The steps in teaching speaking by applied building story games were:

 a. Pre-activity
 1. The researcher was gave a greeting to the students and asked how they are.
 2. The researcher was checked the student's attendance.
 3. The researcher was ensured students are ready to receive material in class.
 b. Main-activity
 1. The researcher was introduced to building story games.
 2. The researcher was gave an example of the material orally.
 3. Each student was given a chance to ask for unclearly materials.
 4. The researcher was prepared the objects such as glue, pieces of stories, and empty cartons to stick to the composition of the story, as well as other needs.
 5. The students divided into several groups. Each group consists of 5-7 members.
 6. Each group was competed to compile the story and paste it on the provided carton.
 7. The fastest group was given candy prize
 8. After completion, each student in the group was asked to telling the story in front of the class.
 c. Post-activity
 1. The researcher concluded the material.
 2. The researcher informed to the students what they would do next meeting and giving learning speaking motivation to the students.

RESULTS AND DISCUSSION

This section deal with the presentation of student's ability in speaking after gave treatment to know whether or not there is the use of building story games toward student's speaking ability.The researcher got the data in the form of the score. The scores were derived from the tests. There are at least two tests in this research they were pre-test and post-test.

1. Scoring classification of student's test

Before and after the researcher gave a test, the researcher analyzed the student's score of one class (pre-test and post-test). The scoring classification of the student's score of pre-test was presented in the table 2, and the scoring classification of the student's score of post-test was presented in table 3

TABLE 2 The classification of the student's score of pre-test

No.	Clssification	Score	Pre-experimental Test	
			F	**%**
1	Very Good	86 – 100	0	0
2	Good	76 – 85	4	15,38
3	Average	60 – 75	13	50
4	Poor	55 – 59	7	26,92
5	Very poor	≤ 54	2	7,7
	Total		26	100

Table 2 shows that the student's score in test result for pre-test in pre-experimental test most of students were classified into good 4 (15.38%),students were classified into average 13 (50%), students were classified into poor 7 (26.92%), and student were classified into very poor 2(7.7%).There were not any students classified very good. It means before the researcher gave treatment, the students pre-test poor and the student's speaking ability has low significantly.

TABLE 3 The classification of the student's score of post-test

No.	Clssification	Score	Pre-experimental Test	
			F	%
1	Very Good	86 – 100	2	7.7
2	Good	76 – 85	9	34,61
3	Average	60 – 75	14	53.85
4	Poor	55 – 59	1	3.84
5	Very poor	≤ 54	0	0
	Total		26	100

Table 3 shows that the student's score in test result for post-test in pre-experimental test most of students were in very good 2 (7.7%), student were classified into good 9 (34.61%), students were classified into average 14 (53,85%), and students were classified into poor 1 (3.84%). There were not any students classified very poor. It means that there was significant difference between students after used building story games.

TABLE 4 The mean score and standard deviation of the students' test

Class VIII.2	Mean Score	Standard Deviation
Pre-test	63.43	11.45812
Post-test	73.88	8.41944

Based on the table above shows that the mean score of the students in pre-test and post-test were different. The mean score of post-test (73.88) was higher than the mean score of pre-test (63.43). It means there was a significant different between student's pre-test and post-test. The researcher applied independent t-test analysis using SPSS version 21.0 to prove it.

1.1 Hypotesis

In testing hypothesis, the researcher applied t-test formula (paired sample test) using SPSS version 21.0.

TABLE 5 P-value of test of the student's score of pre-test and post-test.

A	P-Value
0,05	0,000

(The level of significant set at α = 0.05)

The table 5 above shows that the P-value was lower than alpha (α) value (0.000<0.05), it means that null hypothesis was rejected and alternative hypothesis was accepted. Based on the computation, it can be concluded that there is the use of building story games toward student's speaking ability.

Discussion

Based on data above, it showed that there is the use of building story games toward student's speaking ability at eighth grade of SMP Negeri 6 Sengkang, Kabupaten Wajo.The description of data collected through the test explain in the previous section showed that the student's speaking ability improve significantly. It was supported by mean score of the students test in class VIII Expert (post-test). The mean score of post test was 73.88 higher than pre-test score was 63.43

In the other side, based on the result of data analysis in the table 4.4 in test of significance, the researcher found that the p-value was lower than α (0.000<0.05). This means that H0 was rejected and H1 was accepted, on significant level of α 0.05, it showed that teaching speaking by using building story game has the good effect to the student's speaking ability.

Regarding to the explanation above, the researcher also saw that the teaching techniques using building story games that were applied in groups made students feel more relaxed and not tense when the learning process took place The result support the statement Celce-Murica in

Derakhsan et al. (2016) that speaking is a complex skill and taught everywhere. It's a skill that students learn in a group better.

Building story is a game that requires students to tell the story according to their imagination as creative as possible. This research data indicate that there is the use of building story games toward student's speaking ability. The use of building story games gave motivation to the students to speak English well. The result goes in line with Ratna Sari Dewi, Ummi Kultsum, Ari Armadi (2016) in their research stated that communication games had a positive impact on the learning process. This also means that communication games are expected to increase the enthusiasm and motivation of the students. Mina Yazdanparast, Bahman Gorjian in their research stated that using whispering games is beneficial to improve the quality of educations, for learners to think intensively and concentration on learning process.

From the discussion above, we can see that the teacher's strategy in teaching English especially speaking ability is very important for the students. The teacher can use building story games to help the students in easier, faster, and more enjoyable ways to speak English well and support the student's speaking improvement.

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