

DEVELOPING STUDENTS' SPEAKING SKILL THROUGH ZIP ZAP GAME

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Abstract

*The objective of this research is to investigate the effectiveness of Zip Zap Game in developing speaking skill of the seventh grade students at SMP Negeri 3 Palu. This research applied quasi-experimental research design by involving an experimental group and a control group. The population of the research is the seventh grade students of SMP Negeri 3 Palu. The sample is taken by applying purposive sampling technique. The sample is 30 students of VII A as the experimental group and 29 students of VII D as the control group. The technique in collecting data is test, pretest and posttest. Pretest is applied before treatment while posttest is applied after treatment. The treatment is given for eight meetings. The data were analyzed statistically in order to know the significant difference of students' speaking skill in pretest and posttest. By applying 0.05 level of significance and 57 degree of freedom ($30+29-2= 57$), it is found that *t*-counted value (6,52) is greater than *t*-table value (2.003). It means that the hypothesis is accepted. In conclusion, Zip Zap Game can develop the speaking skill of the seventh grade students.*

Keywords: *Developing; Zip Zap Game*

INTRODUCTION

English becomes the most essential language in the world. Many people from different countries around the world use it to communicate when they meet one another in international meetings, workshops, or conferences. Many countries in the world have set the language as one of the compulsory subjects learnt at schools.

Speaking skill is one of the language skills that we have to improve. This skill can help us communicate with other people, to express our opinions, exchange information, ideas, and arguments, and also ask and give information in oral communication. Besides, speaking can help the students study overseas.

In Indonesia, English is a foreign language not used everyday. They may only learn English from the school. Besides, English as a compulsory subject should be mastered by the students. In this case, the students are expected to be able to listen, speak, read, and write in English subject. The students can develop their skills for expressing their thoughts, feelings,

and experiences by using spoken English and also explore their relationship through communicating with others in speaking.

Based on the statement above, the researcher concludes that speaking is useful skill for students. For example, the students can do many things such as getting a good job, creating job by themselves such as being a guide, an interpreter or teaching in English courses. Besides, speaking can maintain social relationship through communicating with others. Some people often think that the ability to speak a language is the product of language learning and as the measure of knowing a language.

The students who are learning speaking should practice effectively, because speaking is a skill which is difficult to learn for some students in the world. Generally, many students get trouble when they learn speaking. Based on the interview that the researcher did in SMP, the researcher found some problems from grade seventh students who learned English at SMP. First, the students did not understand well what the teacher asked and explained about in English to them. Second, even though the students knew what their teacher asked about, they did not know what they must answer by using the correct sentences. Besides, they seem uninterested in speaking and they think it is difficult and the situations of their social relationship do not support. It makes the result of English teaching learning process become poor. Moreover in speaking class, the student always feels afraid of expressing their ideas and their feelings, the students afraid of making mistakes while speaking. The other problems are lack of vocabulary and lack of confidence in speaking. This fact can be seen on the seventh grade students of SMP. This is the first year for them to learn English in the school. There is a possibility that they are still unable to use English in interacting with their teacher in the classroom. It means that the students need to have high interest in the teaching and learning process especially in learning speaking. The teacher has an important role in teaching and learning process acting as motivator of students to use English. Therefore, the teacher should take an effective approach, method, and strategy. Then, the teacher can use media in teaching English language and method to help the students speak in order to make interaction between the teacher and students. Next, the researcher observed the situation of teaching and learning process in the classroom activities. The observation is important to find out the real condition and to get some information about the way the English teacher taught the students and the students responded the lesson.

The teacher is able to present the material easily to the students. The teacher can use some methods in teaching and learning process to help the students understand the material explained. In applying method, the teachers have to prepare many things like teaching material, classroom management, shares the warming up question related to the topic, tells about the instructional objective, explains the material related to the topic and many other aspects since using inappropriate technique can lead the students to get difficulty in understanding the use of the teacher`s explanation and it means that the teacher may fail in teaching them. So, the teacher has to use an effective way or techniques because good techniques in teaching and learning process will not make students feel bored. In this case the researcher use Zip Zap Game as a technique to improve the students skill in speaking.

The teacher can use game as method in teaching and learning processes. According to Hornby (1995: 486), game is an activity to have some fun. Zip Zap Game can be defined as something or an instrument used to attract the students` motivation to follow the teaching and learning process because Zip Zap Game can make the students focus on learning and avoid the students to get bored in learning. It also enables the students to acquire new experiences within a foreign language learning which are not always possible during a typical lesson. By using Zip Zap Game, the researcher expects the students` speaking skill can be developed to express their ideas. The most importance thing is the students are motivated to learn English as an international language. It means that they need more chance to practice their own language.

Based on the reasons above, the Zip Zap Game can be used as an alternative to encourage the students to speak and motivate the students to be brave in expressing their ideas, opinions, feelings and thoughts in their daily interaction. Therefore, the researcher is concerned with devoloping the speaking skill of the seventh grade students of SMP.

METHOD

In this research, the researcher conducted quasi-experimental research design. In this design, the sample of the research was divided into two groups: an experimental group and a control group. Both groups received a pretest and a posttest, but only the experimental group was treated. The design of this research can be seen below.

Table 1: The Design of the Research

Group	Pretest	Independent Variable	Posttest
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

(Adoptep from Ary *et al*)

Where: E = experimental group
 C = control group
 Y₁ = pre-test
 X = treatment
 - = no treatment
 Y₂ = post-test

In conducting this research, the researcher needs population for the object of the research. The population of this research is the first grade students of SMP Negeri 3 Palu. The students are VII A with 30 students and VII D with 29 students. Therefore, the total number of the population is 59 students.

The sample of this research was selected through purposive sampling technique. In applying purposive sampling, the researcher took VII A as the experimental group and VII D as the control group. The researcher had chosen these two classes based on the teacher's recommendation. The students in these classes have similar characteristic, that is lack of speaking skill.

In this research, the variable consists of two variables. They are independent and dependent variables. The independent variable is the application of Zip Zap Game and the dependent variable is the ability of the seventh grade students in speaking.

Instruments are the tools which are used in process of collecting data. In this reseach, the researcher only used test in collecting data which consists of pretest and posttest. Technique of data collection is the way how to get accurate data in order to support the success of this research. The test instrument was covered by pretest and posttest. Pretest was carried out in order to find out the students' skill before the treatment was conducted. Furthermore, posttest administered after the treatments done in order to find out the achievements on the

speaking fluency and comprehensibility were developed or not. Both of them were used to measure the speaking skill and to find out the effectiveness of the technique which had been given.

The researcher considered the students' fluency and comprehensibility in testing the students' speaking skill. To measure the students score, the researcher used the scoring system proposed by Heaton (1988:100).

Table 2: The students scoring system

Rating	Fluency	Comprehensibility
6 (30)	Speak without too great an effort with a fairly wide a range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker intention and general meaning. Very few interruptions or clarifications required.
5 (25)	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarifications are necessary
4 (20)	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.

3 (15)	Has to make an effort for much of the time. Often has to search for desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
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2 (10)	Long pauses while he searches for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression	Only small bits (usually short sentences and phrases) can be understood and the with considerable effort by someone who is used to listening to the speaker.
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1 (5)	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited of expression.	Hardly anything of what is said can be understood. Even when then listener makes a great effort or interrupt, the speaker unable to clarify anything the seems to have said.
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The pre test is a guidance for the researcher to find out how good the students in speaking skill. The pre test was given in order to find out the prior knowledge of the students before the treatment. After giving pre test, the researcher conducted the treatment. The researcher taught the students of the experimental group to learn speaking through Zip Zap Game to develop their speaking. The researcher conducted the treatment for eight meetings. The materials were given to the students based on the syllabus at school. The treatment was only given to the experimental group, but the control group also received the same material without treatment.

The post test was administered after the whole treatments had been conducted. The purpose of giving the post test is to measure and to find out the student's achievement in

learning speaking and we need to see whether the treatment applied to the students is effective or not.

To analyzed the data, the researcher used the statistical analysis based on the following steps. First, the researcher computed the individual score by using formula recommended by Arikunto (2002:276). Second, the researcher computed the mean score of the students in pre-test and post-test by using formula stated by Hatch & Lazaraton (1991:162). Finally, the researcher calculated the result of the mean score and square deviation to find out whether there is a significant difference between the result of the experimental and the control groups. The researcher needs to use t-test formula proposed by Arikunto (2006:311).

FINDINGS

The researcher examines the students in experimental group before and after giving the treatment while the students in control group receive the test without giving the treatment. After computing the scores, the researcher finds some differences between the mean score both two groups. The results show that the experimental group has higher score than the control group. By seeing that result, the researcher can measure that the using of Zip Zap Game as a technique is developed the students' speaking skill at SMP.

The researcher presents and discusses the result of the research data. The result is obtained based on the test (pretest and posttest) in both groups as the instrument. The following section presents the result of the tests (pretest and posttest) of the experimental group and the control group.

Next, the researcher administered a pretest to measure the basic skill of the seventh grade students in speaking before giving treatment. The researcher conducted the pre test of the experimental group on October, 6th 2016 in VII A which consisted of 30 students, while the pre test of the control group was conducted on October, 7th 2016 in VII D which consisted of 29 students. The class was chosen as the experimental group and the control group by applying purposive sampling technique. In other to conclude whether the students' speaking skill was developed or not, the researcher tested the students both before and after giving the treatment. The presentation of the result of the pre-test of the experimental group and control group can be seen in Table 3.

Table 3: The pre test result of the experimental group and the control group

Group	Mean Score
Experimental	53
Control	57,06

Based on the table above, it can be said that the students in both groups especially in the experimental group has problems in speaking skill.

After giving the pretest in the experimental group and the control group, the researcher gave the treatment to the experimental group for about eight meetings. Each meeting spent about 80 minutes. The researcher taught the students about how to speak English well by considering fluency and comprehensibility by using Zip Zap Game.

Then, the researcher gave the post test to both of the experimental group and the control group after giving the treatment in the experimental group. The post test of the experimental group was conducted on November, 10th 2016 in VII A after conducting the treatment. While, the post test of the control group was conducted on November, 12th 2016 in VII D. The model of pre test and post test was almost the same for both groups.

The aim of giving the posttest to the experimental group is to prove whether or not the use of Zip Zap Game can develop the students' speaking skill especially in fluency and comprehensibility. While, the post test in the control group was given as a comparison to the experimental group which had been given the treatment. Likewise, the result of the posttest of the experimental group and the control group can be seen in the Table 4.

Table 4: The post test result of the experimental group and the control group

Group	Mean Score
Experimental	78,46
Control	70,79

Based on the table above, it can be says that the mean score of the post test in the experimental group is higher than the mean score of the post test in the control group. By knowing the result of the post test of the experimental group and the control group, it can be concluded that the treatment which was administered in the experimental group succeed.

After getting the result of the pretest and the posttest of the experimental group and the control group, the researcher continued to find out the deviation score of the experimental group and the control group. Next, after getting the deviation of both groups, the researcher calculated the sum squared deviation around the mean of the experimental group and the control group. After calculating the deviation and the square deviation of pretest and posttest of the experimental group, it is found that the result of deviation and the result of square deviation is higher than the result of deviation and the square deviation of pretest and posttest of the control group.

After analyzing all the data, the researcher got that the value of t-counted is 6,52. Next, the researcher tested the t-counted with the t-table by using the level of significance 0.05. If the t-counted is higher than the t-table, it means that the hypothesis is accepted. In other words, the use of Zip Zap Game can develop the speaking ability of the seventh grade students of SMP Negeri 3 Palu. Besides, if the t-counted is lower than the t-table it means that the hypothesis is rejected or the use of Zip Zap Game cannot develop the speaking skill of the seventh grade students of SMP Negeri 3 Palu. The researcher found that the value of t-table is 2,003. Thus, the researcher tested the hypothesis of the research by comparing the values of t-counted and t-table. The value of t-counted is 6,52 while the t-table is 2.003.

Based on the result above, the researcher concluded that the hypothesis of this research is accepted because the value of t-counted is higher than the value of t-table. It means that the application of Zip Zap Game as a teaching technique is effective in developing the students' speaking skill.

DISCUSSION

After knowing the result of the research, the researcher discusses the findings of the research. The findings of this research are related to the use of Zip Zap Game to develop the students' skill in speaking by generally looking at the three elements: accuracy, fluency and comprehensibility. However, this research focused on developing fluency and comprehensibility in speaking skill of the seventh grade students at SMP Negeri 3 Palu. The result of pretest and posttest of the students can be seen by calculating their score. The result of post test of the experimental group (78,46) which is higher than the result of post test of the control group (70,79). In pre test, the mean score of the experimental group is 53 and the control group is 57,06. Besides, the comparison between the deviation of both experimental and control group is very different. It has been known that the deviation is the result of post

test subtracted from the result of pre test in order to find out whether or not there is any significant improvement after conducting the treatment.

In the data analysis, it can be seen clearly that the sum of deviation of the experimental group ($\sum x$) is 764, while the sum of deviation of the control group ($\sum y$) is only 398. It is clear that the deviation of the experimental group is higher than the deviation of the control group. It also affects the mean deviation of both experimental and control groups, where the mean deviation of the experimental (Mx) is 25,46 while the mean deviation of the control group (My) is 13,72.

Before giving the pre test to the students, the researcher found a chance to ask teacher of English of VII A who become the experimental group and the students of VII D who become the control group about the method used in teaching speaking to the students. Besides, the researcher did preliminary observation to the students to find out how the students learnt English in the classroom.

In teaching to the groups, the researcher found that there was different situation from both of them. The experimental group' students are more interested, enthusiastic, and motivated than the control one in joining the teaching and learning process. The situation of the experimental group was related to their interest supported by their response in doing Zip Zap Game.

During the process of giving the pre test for the both classes , the students faced some problems in speaking skill. The students always felt afraid of expressing their ideas and their feelings. They could not understand well when the researcher taught them by using English in the class. Even though the students knew what their teacher asked about, they did not know what they must answer by using the correct sentences. Besides, they seem uninterested in speaking and they think it is difficult and the situations of their social relationship do not support. The other problem are lack of confidence in speaking and afraid of making mistakes while speaking. But, the researcher found the big problems that the students often faced during teaching and learning speaking which are fluency and comprehensibility.

Related to fluency, the researcher gave pre test to the students to both experimental and control groups. The result of the pretest shows that the students were hesitated in expressing their ideas in the learning process. They spent too much time to look for the words that they needed. The students got gap when they had not any word to say. Furthermore, during the treatment, the researcher frequently encouraged them to speak without any doubt. Indeed, in third meetings, the students had progress in expressing their opinion briefly without feeling

hesitation anymore. Likewise, after they got posttest, the result shows that experimental students' fluency was developed. Almost all the students could speak smoothly without hesitating and any doubt in expressing their ideas. They did not spend their time anymore. It was different from control group students. In the control group, the students did not receive the treatment and the result shows that there was no significant development of students' fluency in the control group. The students still spent too much time to look for the words that they needed.

In comprehensibility, the researcher gave the students pre test to both experimental and control groups. In measuring the students' sentences product that was understandable by the listener, the students became the speaker while the researcher became the listener. It became the way how the researcher assessed the students' comprehensibility. The result of the pre test shows that the students in both groups occasionally produced sentences that were difficult for the listener to understand. After the students in experimental group got the treatment, the listener could understand nearly everything what the students spoke in normal speed. They frequently produced sentences that were difficult to be understood by the listeners.

In applying Zip Zap Game is to teach the students' speaking skill in those fluency and comprehensibility. The researcher provides language function which is giving and asking opinion. The students answer the question from the teacher or another friends. It is intended to make the students be able to give their opinion and to ask question related to the topic given.

By looking at the mean score pre test and post test both experimental group and control group, there is a progress. The mean score of the pre test in the experimental group is 53 while in the control group is 57,06. It means that the mean score pre test in the control group is higher than the mean score in the experimental group. Furthermore, the researcher gave the treatment to the experimental group in eight meetings while the control group did not receive it. After giving the treatment, the researcher provided them post test to measure whether the use of Zip Zap Game is effective or not. Afterward, the researcher calculated the mean score of both groups. Thus, the result shows that the mean score of the post test in the experimental is higher than control group. The mean score of the post test in the experimental group is 78,46 while the mean score of the post test in the control group is 70,79.

Based on the result of both groups, almost all of the students in experimental group could speak fluently and comprehensively. They can speak with their friends, practice their speaking skill, encourage themselves to achieve good score, and confidence in expressing their knowledge. It indicated that applying Zip Zap Game can develop the students' speaking skill.

The researcher relates it to the previous study. The first research was conducted by Fauzan (2013/2014) which has the same technique with this research. Furthermore, the result of his research showed that the application of Zip Zap Game can develop the students' speaking skill. Moreover, Hornby (1995:486), also states that, game is an activity to have some fun. Therefore, Zip Zap Game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because Zip Zap Game can make the students more focused in learning. They do not feel that they are forced to learn, encourage students to interact and communicate. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Based on the previous studies above, Zip Zap Game gives a chance to the students in exploring knowledge, transferring skill, communication skill, and personal development during teaching and learning process. Furthermore, the students become enjoy the learning process. It can be said that the use of Zip Zap Game can develop students' speaking skill.

CONCLUSION AND SUGGESTIONS

The researcher finally concludes that the use of Zip Zap Game is effective in developing the students' skill in speaking at SMP Negeri 3 Palu. It means that this research hypothesis is accepted. It can be proved by seeing the result of t_{counted} value (6,52) that is higher than the result of t_{table} value (2.003).

The research findings show that the use of Zip Zap Game in teaching speaking is effective to develop the students' speaking skill. Moreover, the researcher would like to give some suggestions:

First, the students should have a good motivation in learning English speaking and improve their skill in speaking. They also should enjoy the learning process so that they can accept the material easily. Thus, the researcher expects that this research can help them develop their speaking skill. Second, the teachers can use this as a reference to choose an appropriate technique in teaching English speaking and to apply this technique in teaching English speaking to develop the students' speaking skill. Third, The other researchers who are interested in this research topic can use this as a good reference in the future. Besides, the result of this research can be used as additional references for further research in helping them to find out some problems which faced by the students in speaking class.

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