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Penulis : Nabila Putri Rahmadani, Shafira Asfar, Nailul Authar

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NPP: 20071300

LPPM Universitas Nahdlatul Ulama Surabaya

Website : lppm.unusa.ac.id

Email : lppm@unusa.ac.id

Hotline : 0838.5706.3867

Throwing the Ball Game Improves Students' Speaking Skills

by Nailul Authar

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Throwing the Ball Game Improves Students' Speaking Skills

Nabila Putri Rahmadani^{1*}, Shafira Asfar², Nailul Authar³

¹ Nahdlatul Ulama University of Surabaya, Indonesia
*Email : nabilaputri022.ig20@student.unusa.ac.id

² Nahdlatul Ulama University of Surabaya, Indonesia
Email : shafiraasfar005.ig20@student.unusa.ac.id

³ Nahdlatul Ulama University of Surabaya, Indonesia
Email : nailulauthar@unusa.ac.id

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Communicative game, speaking, English.

Abstract

The aims of the study is is to improve the students' speaking skills through communicative. And the subject for this research is coming from Courses Student. The communicative games implemented was a Throw the Ball game. The type of the data is qualitative data which the researcher get through interviews and test. The findings showed good improvement to students' speaking skills. Most students enjoy the game while laughing, some students are a little confused when suddenly asked questions and cause their answers to go round and round, students are forced to get out of the situation and they succeed. Moreover, students hold highly positive attitudes about the role of games in improving their speaking skills.

Kata Kunci

Permainan komunikatif, berbicara, Bahasa Inggris.

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa melalui komunikatif. Dan subjek penelitian ini berasal dari Mahasiswa Program Studi. Permainan komunikatif yang diterapkan adalah permainan Lempar Bola. Jenis datanya adalah data kualitatif yang peneliti peroleh melalui wawancara dan tes. Temuan menunjukkan peningkatan yang baik untuk keterampilan berbicara siswa. Sebagian besar siswa menikmati permainan sambil tertawa, beberapa siswa sedikit bingung ketika tiba-tiba bertanya dan menyebabkan jawaban mereka berputar-putar, siswa dipaksa untuk keluar dari situasi dan mereka berhasil. Selain itu, siswa memiliki sikap yang sangat positif tentang peran permainan dalam meningkatkan keterampilan berbicara mereka.

A. Introduction

The Covid 19 pandemic has become a reason for all restricted activities nowadays. Referring to a statement from the United Nation, the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. For distance learning and working, all face-to-face

activities must be conducted from home using online meeting applications such as Zoom and Google Meet. Students can learn without having to be present in class and without being limited by space and time, but these benefits gradually become a negative impact for students in Indonesia, namely the lack of interaction, with many students facing limited opportunities to hone their speaking skills.

A common occurrence in online learning nowadays is that students are silent, do not respond to their teacher or lecturer by turning off their cellphone's camera, and thus the learning method that should have led to student-centered learning reverts to the ancient way, teacher-centered learning. When it comes to speaking ability, especially speaking in English as a foreign language (EFL), most students have significant lack of motivation and anxiety that prevents them from speaking. The monotonous way of teaching speaking and the limited exposure to authentic materials in English could engender the lack of student's motivation (Wang, 2014). Karatas (2016) said that in speaking situations, foreign language learners were often anxious about their ability in a foreign language. According to Horwitz et al. (1986) mentioned talkative individuals even become silent in a foreign language class as they have speaking anxiety. Students are now expected to perform orally in front of the class or in groups. These demands can have a negative impact on the learners' psychology, causing them to become nervous when speaking in the target language. Speaking in the target language is stated as the most anxiety producing experience by learners (Young, 1990).

This condition has a direct impact on students' speaking ability and will worsen if the teacher or lecturer is unable to stimulate the students to express their ideas as we know that speaking skill is the most important aspect in learning a second or foreign language. It's said because the lack of motivation equals to the lack of interest. As the old adage goes, "interest is the best teacher." Students who are interested in English are more likely to overcome the challenges of learning English as a Foreign Language (EFL). If students are uninterested in English, they may not learn it well or perceive it to be extremely difficult to learn. Many second-language or foreign-language learners, according to Richards (2008: 19), place a high importance on mastering English speaking skills. The capability to communicate competently is essential for personal contentment, academic achievement, and professional career success (Morreale & Pearson, 2008). Speaking is the most important skill compared to others because it is a productive skill that can be assessed using the oral production test. As a result, educators must understand the best ways to motivate and stimulate their students to speak English, such as by providing them with enjoyable and creative learning experiences during this online learning.

Playing games could be one of the enjoyable and creative learning methods that educators can apply their teaching and learning activities to make the learning process more interactive. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game. Klimova (2015) stated that game was perceived as a meaningful fun activity governed by rules. In accordance of Bakhsh (2016), Games are one of the methods that could be used in order to avoid boredom in the classroom. They have a special role in any foreign language teaching. Both students and teachers will benefit from including games during class time. It can be stated that the variety and intensity of games used in class may reduce anxiety and persuade shy students to participate. Games encourage learners to be active participants in the learning process, allowing student-centered learning to be effectively implemented because teachers serve only as facilitators. For example, in the category of exchanging games, communicative games are used. According to Klimakova (2015), exchanging games is games where students barter cards, other objects, or ideas.

By playing a game there must be a student who really want to compete and the one who does not in order to achieve the outcome. Dewi, Kultsum, and Armadi (2016) stated that Communicative Games can be a good technique to help students overcome their obstacles in learning English. They can, in fact, increase their speaking abilities. In this study, the communicative games implemented were *Throw the Ball Game*.

Students must speak up because it is their responsibility to keep throwing the ball by continuing the story told by the other players based on the material given by the teacher. It can be said that this game can lessen their boredom in the speaking class and enhance their motivation in honing speaking skill.

Moreover, it is worth noting that communicative games have had a positive impact on the teaching and learning process. It improves students' active participation, confidence, and speaking fluency. This study represents some specific objectives in relation to communicative games that can be conducted to improve students' speaking skills, which are as follows: 1) Analyzing learners' responses to communicative games, 2) Investigating the advantages of communicative games for improving students' speaking abilities.

B. Methodology

The purpose of this paper is to seek whether this kind of communicative game is suitable and helps the students to improve their speaking skills. The type of the data is qualitative data by doing interviewing and testing. It took 10 students from different schools but the same level in English test. This research analyzed speaking skills factors both internal and external, the benefits of using the Throw the ball game, the situation while the game is played. For this study, the researcher conducted the game orally and the one who chose the topic is the researcher.

For the result, the researcher scoring the participants based on their fluency, vocabulary, and pronunciation. So that the final study is based on the scoring the researcher took.

C. Result and Discussion

Result finding

1. Examine learners' responses in using throwthe ball as communicative games

Learner responses during the game:

- Most students enjoy the game while laughing
- Some students are a little confused when suddenly asked questions and cause their answers to go round and round
- Students are forced to get out of the situation and they succeed

Table 1. Details of student data in response to the game

No	Response	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Percentage
1	Students enjoy the game	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
2	Students are happy with the game	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
3	Students are confused about choosing a sentence	No	No	No	Yes	Yes	No	No	No	Yes	No	30%
4	Students want a game like this next time	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
5	The time lag is too short	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	60%

From the table above, it can be seen that all students liked and enjoyed the games they played. There were some students who were confused during the game, this was because they were not ready when they were thrown at their turn. In this case, Abdel-Rahman et.al (2016) explains that students in English conversation may be confused when they are embarrassed. This shows that the confused students feel shocked and confused to find the right sentence to respond. The 5 second lag also makes students hastier in responding. These factors trigger the game to go round and round. So far this game requires students to be able to speak spontaneously to respond and to think of the right opposite sentence to use so that the event can continue.

The table above also shows that the majority of students objected to the time lag. They believe the 5 second lag time is insufficient. The majority of pupils, whether they are puzzled or not, express this sentiment. Another aspect that gives pupils difficulty or confusion is the classroom climate, which is energizing but not overwhelming. Despite the fact that there was some stress, the pupils were able to respond well.

2. Finding the benefit of throw the ball as communicative games

From the result of the observation and review, there are 3 benefit of using throw the ball for students:

- a. Throw the balls game made students more interactive
In this game student learn how to speak more with nice atmosphere. The student that learn using throw the ball games can improve speaking ability and increase students' vocabulary (Williana et. al. 2020).
- b. Students learn to think fast
This game have 5 second to respond. In line with this Teubert and Ursula (2021) said that thinking fast can lead to boost sustainable innovation and systemic understanding. In this game the student learn to think fast and correct. They learn to make a decision about their responses quickly and correctly. The other students start counting as their friends start to get confused about how to respond.
- c. Student learn to get out of complicated condition
When the game start for the first time, students can carry out well. But in the middle of the game they start too confused as the ideas run out. The sentence that they used start to go round and round. This happens because the student is not ready to take their turn. But, as long as the game. But as the game progresses, students begin to choose their own response. This mean that they learn things as the game progresses.
- d. Improve students speaking skill.
Communicative game can increase learners to practice their speaking skill in some aspects. They speak English with no doubt, as they have already mastered various vocabularies. Without the benefit of a lecture, they speak fluently and communicatively. According to Thornbury (2005) the teacher can undertake several communicative tasks in order to make the speaking lesson more profitable. Students will be taught to instinctively produce English as a result of this. They will express themselves directly in order to send a message to the lecturer and their classmates. They promise to present the accurate and significant concept in order for it to be accepted. As mentioned by Prank, games are used to give pupils intense and passionate involvement in communication so that they can love and enjoy learning. Students could be motivated to study languages by playing games (Vitali, 2018).

Discussion

The majority of students in this game session are having a good time, as seen by the aforementioned result. First, the professor spends about ten minutes explaining how the game works. The instructor also serves as a role model for the students. The instructor initiates the game, which is then passed to one of the pupils. The kids are all concerned since they don't know who will take the first turn. They are frightened, but also thrilled, because this session employs the use of games to teach.

The first student to be given a turn is able to reply swiftly and readily. The first student then throws the ball at random to the second student, and so on. When students are asked to react, they may appear astonished, indicating that they are not prepared to do so. Despite this, they continue to try to respond, and they are capable of doing so even though the time limit has nearly expired. Some kids appeared to run out of ideas during the game and took a long time to think. As the time limit approaches, the other kids begin to count loudly. When one student can't answer or runs out of time, he will get a punishment that will be determined by the other student. After the punishment is done the game starts again from the beginning.

Most students find it difficult to answer when the game starts to peak, this is because the event that happened was too long and complex. After a few rounds, the students get used to it and can respond quickly and correctly. Students who are often confused at first start to get used to it and can answer quickly without having to wait for time to run out. When they get used to it and can answer quickly, the game becomes a bit boring and forces the lecturer to stop the game. Finally, the lecturer ended the game by asking the students some questions in the table above to find out their impression of this game. The majority of students are having fun with the game, which is why it was created in the first place. Before starting the game, the lecturer will almost definitely do some brainstorming. Finally, this game can help them become more critical, confident, and anxiety-free.

D. Conclusion

By using the Communicative Game – Throw the Balls method, it is proven that students are willing to try to speak. Although some games are likely to cause students to concentrate on a specific language topic, this game focuses on fluency practice rather than grammar. Students seemed to enjoy this game without realizing they had increased their confidence in speaking in English. This statement is supported by the number of percentage from participant.

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