

# Stimulating Students to Speak English Using Oral Games Group Discussion

Sri Fausyia<sup>1</sup>, Andi Muliati<sup>2</sup>, Muh. Tahir<sup>3\*</sup>

<sup>1,2,3</sup>English Department, State University of Makassar, Indonesia

\*Corresponding E-mail: [muh.tahir@unm.ac.id](mailto:muh.tahir@unm.ac.id)

## Abstract

The purpose of this study was to find out whether group discussion of oral games improved students' speaking skills. This research was conducted at SMAN 2 Pangkep. The population in this study were students of SMAN 2 Pangkep with samples selected using simple random sampling technique. The instrument used in this study was a speaking test which was given as a pre-test and post-test. Based on the results of the average score, the researchers found that the use of the technique of describing pictures in stimulating students to speak English using group discussions of oral games could stimulate students to actively speak. This is evidenced by the post-test results which are higher than the pre-test results (25.83 > 53.89). Then, the researcher concluded that describing pictures can stimulate students to speak English by using group discussion of oral games.

Keywords: *Stimulating, Oral Games Group Discussion, Speaking Skill.*

## 1. Introduction

Language cannot be separated from human life because its role is very crucial in terms of everyday life. It accompanies wherever and whenever one is. Therefore, language is very important for humans to enable them to communicate. Language consists of four main skills, namely speaking, listening, reading, and writing.

Bjorklund (2005) who stated that the development of a person's speech greatly affects the development of language skills. If their language skills are good, their speaking skills will also get better and children who have good language skills make them more confident to speak.

On this occasion, the researcher tries to solve this problem by using oral game group discussion. It is a combination of group discussion and oral game. Group discussion is activity where each student has an opportunity for students to learn how to express their opinion in English. Saraswati (2018) stated that group discussion is able to motivate students to dare to express their ideas or opinions. While oral game is games or activities that stimulate students to talk more.

Therefore, in this study the researcher used an oral game by describing an image. This game is an activity carried out in the classroom to motivate students to speak.

According to Solahuddin (2009), describing a picture is one of the activities where students have to explain or present an image in front of the class. The reason the researcher chose descriptive images was so that students actively practiced speaking skills through discussion in class.

In addition, Aminatun and Oktaviani (2019) stated that the method of the description image has a very easy way of playing. The learning process can be interesting to express with all your five senses. The five senses used by students when describing pictures are eyes, ears, mouth, and the sense of touch.

Departing from the background, the researcher intends to carry out research with the title “Stimulating Students to Speak English Using Oral Games Group Discussion”. The primary goal of this research is to determine whether or not the Describing Picture technique improves students' English-speaking skill.

## 2. Literature Review

### 2. 1. Concept of Speaking

Speaking is a way of communicating thoughts and ideas. Speaking is an ability that every educator must have to improve the quality in terms of conveying information (Hakim, 2016). The ability to speak in public is considered a very important skill because having public speaking skills will get a lot of people. Sumrahadi (2020) stated that speaking is an oral communication about a topic in front of people that aims to influence, educate, explain and provide information to others so that the person is interested in what we have to say.

The levels of speaking skill in this research are classified into the following sections:

#### a. Beginner

At this level, the students' speaking ability is still very low. they still have difficulty in conveying relatively simple information. the vocabulary used is also only found in general situations.

#### b. Intermediate

Students at intermediate level can maintain a simple conversation about a topic they are already familiar with. In this case, they can perform a routine task with relative comfort. They cannot use complex language or in other words talk at length about abstract topics.

#### c. Post- intermediate

At the Intermediate High Level, students are already able to function beyond their immediate survival needs. They can start and continue conversations with short words. They can also talk about most transactional needs or some social situations.

#### d. Advanced

Students are able to speak English well in daily life and work environment. They will be quite comfortable being in social situations and participating in conversations about the latest topics.

There are three important factors to consider when assessing a student's speaking ability:

#### a. Accuracy

Speak accurately so that your sentences are understandable and without errors in pronunciation, grammar or vocabulary.

**b. Fluency**

Fluency is an important role to influence students' speaking skills. Teachers must guide students to be able to develop, build their ability and confidence to be able to speak. However, the speaker must be able to master pronunciation, vocabulary, and grammar at the same time in communicating.

**c. Comprehensibility**

Comprehensibility is a means to understand the expression conveyed by the speaker to the listener.

**2. 2. Concept of Describing Picture**

Describing pictures is a very easy way to do it. Learning can be maximized if students use their five senses to feel what something is like, because it can be interesting to express something with their five senses. Students use their five senses to describe pictures using their eyes, ears, and mouth. (Zakiyah, 2020).

Describing pictures is a common teaching technique in the classroom, used to engage students' speaking skills. Demonstrations and explanations are techniques used in the learning process using pictures or items brought in front of the class. Ghafir (2021) states that the description picture method is used by teachers in learning where students have to describe pictures or objects, they have in front of the class.

The steps in describing picture are as follows:

- a. The teacher prepares slides according to the topic or subject matter to be discussed.

- b. The teacher asks students to look at the pictures and see if they are accurate.

- c. Students will be divided into several groups.

- d. The teacher asks students to write down the words based on the pictures they have observed.

- e. Each group writes a sentence on the blackboard and explains it by in front of the class.

- f. Make conclusions and reflections with the teacher.

Describing pictures is very interesting and has many benefits in learning, especially in English lessons. Harmer (2001) states that picture descriptions are very helpful for teachers in streamlining class preparation time because they can be used repeatedly at all levels and circles. In addition, this method also does not narrow the teacher in class activities and speaking exercises.

**3. Research Methodology**

**3. 1. Research Design**

The research method used by the researcher is a pre-experiment with a one-group pretest-posttest design. The purpose of this method is to assess how well students' speaking skill had improved after using the Describing Picture technique at SMA Negeri 2 Pangkep's one grade. The following is an illustration of the research design:

Pre-Test	Treatment	Post-Test
(O1)	(X)	(O2)

### 3. 2. Location and Time of the Research

This study was carried out at SMA Negeri 2 Pangkep. SMA Negeri 2 Pangkep, from 25th February to 28<sup>th</sup> March 2022.

### 3. 3. Variables

There are two variables in this research, Oral Games Group Discussion (independent variable) and Speaking Skill (dependent variable).

### 3. 4. Population and Sample

This research's population consisted of second-year students of SMA Negeri 2 Pangkep.

This research's sample was made up of 10th grade students that had been selected using simple random sampling.

### 3. 5. Instrument of the Research

The speaking test in the form of a describing picture for each topic was used as the research instrument.

### 3. 6. Procedure of Collecting Data

In conducting this research, there were 3 steps that the researcher had to follow:

#### a. Pre-Test

This phase was used as the first step of collecting data. Initial data was taken from the results of the pre-test given to determine the level of students' speaking ability before being given treatment. The form of the pretest given is in the form of an oral test describing an image with a certain theme. So, there were three topics that the students had to choose: 1) Handphone, 2) Sule, and 3) Benteng Rotterdam.

#### b. Treatment

In this step, the researcher used Show and Tell technique as a treatment or solution to address the issue of students' poor communication skills. The treatment was given for 4 meetings. In the first and second treatment, the topic was Describing Picture with Kang Danial, and in the three and four treatment, the topic was Describing Picture with Monas National Monument.

#### c. Post-Test

After administering the treatment, the researcher administered a post-test as the final test. This test is used to determine how well students' speaking skill has improved.

### 3. 7. Technique of Data Analysis

- a. To measure the ability of students in speaking, the researcher made use of the scoring system by Heaton in terms of accuracy, fluency, and comprehensibility.
- b. The researcher calculated the student score from the three components.
- c. Using a rating scale, the researcher classified the student's scores in the pre- and post-test.
- d. The researcher determined the mean and standard deviation of the students' scores.
- e. The researcher used paired sample t-test to find out whether there was a significant difference between students' scores before and after being given treatment.

## 4. Findings

### 4. 1. Students' Score Range

Table 1. Students' Score

Score Range	Classification	Frequency	
		Pre-Test	Post-Test
94-100	Excellent	0	1
87-93	Very good	0	0
80-86	Good	0	0
63-79	Fairly good	0	10
56-62	Poor	0	9
≤55	Very poor	0	20
Total		40	40

The table 1 above demonstrates the ability of the students to speak prior to treatment was deficient. According to the table, 40 students were classified as very poor in this study's sample of 40 students and none were classified as very good, good, good, adequate,

poor or very poor. In the post-test, although there is one student classified with excellent score, the table shows a great movement in the students' score, their score is increasing.

#### 4. 2. Mean Score and Standard Deviation

Table 2. Mean and Standard Deviation

Speaking Test	N	Mean Score	Standard Deviation
Pretest	40	25.83	8.205
Posttest	40	53.89	15.674

According to the table 2 above, it can be seen that the average score and standard deviation of students in the post-test are higher than in the pre-test. Furthermore, the researcher concludes that the Describing Picture

Technique improves the students' speaking ability.

#### 4. 3. Paired Samples Test

Table 3. Paired Sample Test

		Paired Differences					T	Df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired 1	Pretest-Posttest	-28.056	15.761	2.492	-33.096	-23.015	-11.258	39	.000

The table above demonstrates that the p-value (.000) is less than the level of significance (0.05). As a result, the students' pre-test and post-test scores had statistically significant differences.

The researcher focuses on three aspects of speaking when conducting this research.

##### a. Students' Accuracy

## 5. Discussions

Accuracy in speaking relates to correct sentences in pronunciation, grammar, or vocabulary that can be understood by listeners without confusing grammar. In the pretest, most of the students still made pronunciation errors even for simple words. In addition, the lack of vocabulary is one of the variables that affect the students' speaking accuracy. The majority of students used Indonesian words to complete their long statements in the pre-test. In the pre-test, most of the students still made mispronunciations even for simple words, for example, the word "picture" which should be pronounced as "pɪktʃə" they pronounced "pɪktʃə". Also, the word "tourist", should be pronounced as "ˈtʊərɪst" but the students pronounced it with "ˈtʊrɪs" or "ˈtʊərɪs".

In addition, lack of vocabulary also becomes one of the factors that affect students' speaking accuracy. In the pre-test, most of the students used Indonesian words to complete their long sentences. For example, Hello, my name is Tiara Aulia, but you can call me Tiara..., or "Hello, my name is Tiara Aulia I count tree... ada guilden...ada pistol...ada kitab...ada delman... ada berupa pajangan, mungkin hanya dari gambar. Usually when students do not know the English language of a word, they will replace it with Indonesian. The last, for grammar, the students made some basic grammatical errors. For example, when the student said, "I am really like" that should be "I really like", or "he became on the most expensive" that should be he becomes on the most expensive".

#### b. Students' Fluency

Fluency is an important role in influencing students' speaking skills. In speaking, fluency refers to the skill to speak quickly, spontaneously, and without hesitation.

However, in the pretest, the researcher found that the students faced difficulties with fluency. They take long pauses just to find the right words to complete their sentences. For example, eee number one I see let of hand phone eee smartphone big one I think that it eee. There were many unnatural pauses by saying "eee" or just being silent and thinking about the right words.

#### c. Students' Comprehensibility

Comprehensibility refers to the ability the speaker to understand the gist of what is being said and how understandable the speech of the speaker is. In the pretest, most of the students asked about the question in the Indonesian language before they answered it because they did not understand about the meaning of the question itself. Therefore, the researcher had to explain the question first. When the students finally answered, they just answered it with a short answer, produced words one by one, and with an uncompleted sentence. Therefore, the researcher had to explain the describe picture first. When the students finally answered, they just answered it with a short answer, produced words one by one, and with an uncompleted sentence. For example, "can see eee...tree...gun eee book...wagon...person, this is a historical place." This sentence was unclear but the researcher understood what that student tried to say. But in the post-test, after having the treatment for four meetings, most of the students could understand about the researchers' questions and also, they try to make complete sentences to answer all of the questions.

## 6. Conclusions

Based on the findings and discussion of the study, the researcher concludes that the describing picture technique can improve the students' speaking skill at SMAN 2 Pangkep in terms of accuracy, fluency and comprehensibility.

## References

- Airasian P.W, Mills & Gay L.R. (2012). Education Research: Competencies for analysis and application USA: Pearson Educational.
- Aminatun & Oktaviani. (2019). The Use of Describing Picture Strategy to Improve Students' English Speaking Skill. Islamic University Darussalam Banda Aceh.
- Bjorklund, David F. (2015). Children's Thinking: Cognitive Development and Individual Differences. Australia Wadsworth
- Ghafir, Rofiqi Fathul. (2021). The Effectiveness of Using Describing Pictures Teaching Speaking. University of Islam Malang.
- Gilstrap Marlin. (1991). Developing the Speaking Skill; IA Case Study. London: Longman Ltd.
- Kim, Nurbadri. (1995). English Games Untuk Meningkatkan Speaking Skill Dan Motivasi Siswa Kelas X SMK. *Journal Pendidikan Indonesia*. 3(2). 68-73.
- Jafrizal. (2003). Upaya meningkatkan Kemampuan berbicara Bahasa Inggris melalui teknik KWL dan permainan Bahasa. 6(1).
- Karsono. (2014). The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill. Universitas Pendidikan Indonesia. *Journal English Language Teaching and Learning (JELT)*. 1(2). 38-43.
- Luis. (2017). The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill. Universitas Pendidikan Indonesia. *Journal English Language Teaching and Learning (JELT)*. 1(2).
- Nurbadri. (2017). English Games untuk Meningkatkan Speaking Skill dan Motivasi Siswa Kelas X SMK. *Jurnal Education*. 3(2), 68-73.
- Matondang, Z. (2009). Validitas dan Realibilitas Suatu Instrumen Penelitian. *Jurnal Tabularasa PPS UNIMED*, 6 (1), 87- 97.
- Muljono, P. (2002). Penyusunan dan Pengembangan Instrumen Penelitian. Lokakarya Peningkatan Suasana Akademik Jurusan Ekonomi FIS-UNJ, Jakarta: 5-9 Agustus 2002. Hal. 1-27.
- M. Tahir. (2008). Using Outline Presentation and Guiding Question Technique in Teaching Speaking Course at English Department of State University of Makassar. Hal. 77-91.
- Raimses. (1983). The Implementation of Picture in Teaching Speaking at Mts Al furqan Muhammadiyah 3 Banjarmasin.
- Solahuddin. (2019). The Use of Describing Picture Strategy to Improve Students' English Speaking Skill. Islamic University Darussalam Banda Aceh.
- Sumrahadi. (2020). Efektifitas Small Group Discussion dengan Metode Problem Based Learning dalam Pembelajaran di Masa Pandemi Covid-19. *Jurnal Pendidikan Modern*. 6(1). 55-60.
- Saraswati, F. N. (2018). Implementation of Small Group Discussion Learning Method to Increase Learning Activity on Main Competence of Adjusting Entries Student Grade X Accounting SMK Muhammadiyah Kretek Academic Year 2017/2018.

- Jurnal Pendidikan Akuntansi*. 41(1). 15-23.
- Zakiah. (2020). The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill. Universitas Pendidikan Indonesia. *Journal English Language Teaching and Learning (JELT)*. 1(2). 38-43.