The Influence of Using Describe And Identify Game Towards Students' Speaking Ability at the Second Semester of Tenth Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2014/2015

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Abstract. *The research aims at investigating the influence of using describe and identify game toward students' Speaking Ability. The students' speaking ability at the tenth grade of SMA YP UNILA Bandar Lampung is still low. The writer applied quasi experimental design. The population of this research was the tenth grade of SMA YP UNILA Bandar Lampung. There were twelve classes of 424 students. The writer took the sample by using cluster random sampling technique, the sample were X MIA 4 as experimental class and X MIA 6 as control class. The writer conducted five meetings for each class consisting of one pre-test, three treatments and one post-test. In experimental class the writer used describe and identify game, whereas in control class the writer used dialogue memorization technique. In collecting the data, the writer used the instrument in the form of oral test. The instruments were pre-test and post-test, after giving the post-test, the writer, then, analyzed the data using independent sample ttest formula. After doing the hypothetical test, it was obtained the result of ttest was 8.7454 and the result of tcritical with the level of significance 0.05 was 2.00. The criteria to know the hypothesis is accepted or not, was tobserve higher than tcritical (tobserve > tcritical). From this statement, it is clear that 8.7454 is higher than 2.00. This result means that there is a significant influence of using describe and identify game towards students' speaking ability at the tenth grade of SMA YP UNILA Bandar Lampung.*

Key words: *Describe and Identify game; students' speaking ability*

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A. INTRODUCTION

English has four skills which have the same important part in communication, namely listening, speaking, reading and writing. Speaking is one of the important aspects to learning English because it is one of the English skills that mostly become the main purpose why so many people get curious of learning English. Pollard (2008: 33) states that speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person, you are communicating with. Any learner of a foreign language can confirm how difficult speaking is. It means that learning to talk in foreign language is difficult, especially speaking English.

Based on the preliminary research at SMA YP UNILA Bandar Lampung at the tenth grade, by interviewing Miss Siti Rahmah, S.Pd as an English teacher over there, she said that the students had difficulties in speaking because they could not speak English well and they had difficulty to pronounce words correctly and the students were lazy and shy to practice in using English. In learning English the teacher taught the students by using dialogue memorization, where the students are asked to memorize the dialogue then they performed it in front of the class, and also the teacher has not taught speaking by using game.

Based on interview between the writer and the students in the tenth grade of SMA YP UNILA Bandar Lampung, they stated that English was difficult subject, more over about the speaking skill. They also had a little practice in speaking and they were bored to study English because the teacher did not teach by using interesting technique. They spoke just based on the dialogue in the book. It made class unpleasant and less attractive. The students became unmotivated to learn and unable to speak English well. This factors that makes the teaching learning process become ineffective. Such situation can be avoided by providing the

students with the better situation. So the students can be actively involved in teaching learning process. In this case, the students' score of KKM in SMA YP UNILA Bandar Lampung is 76 and there were many students who get the score under 76. The writer assumed that most of students are still difficult to speak English well. The writer concluded that the students' speaking ability in SMA YP UNILA Bandar Lampung still needs to increase.

Furthermore, the teacher should be able to create and apply various techniques for teaching speaking so that it will be effective in order to get good result and to avoid the students' boredom. There are many kinds of technique in teaching speaking. The technique can attract the students' motivation in learning English so that the students feel enjoy and they do not feel bored. For this case, the writer would like to apply using "describe and identify game" in increasing speaking because using describe and identify game will make the students interested in learning English especially in speaking.

According to Wright, *et. Al* (2006: 1-2) game is an activity which is entertaining and engaging often challenging, and an activity in which the learners play and usually interact with other. Games help and encourage many learners to sustain in their interest and work. Games also help the teacher to create context in which in the language is useful and meaningful. The learners want to take part, and in order to do so must understand what other are saying or have written, and they must speak in other to express their own point of view or give information.

By implementing describe and identify game, Wright, *et.al.* also state that the learner is challenged to describe something to another learner by speaking, so well that the other learners can do something, for example identify the meaning. The learner may describe something objectively or subjectively, communicating his or her own feelings and associations. It means that describe and identify game can stimulate the students to speak English because by using this game, the students

will create communication by giving information to others. Therefore the writer was interested to do a research entitled the influence of using describe and identify game towards students' speaking ability at the second semester of tenth grade of SMA YP UNILA Bandar Lampung in the academic year of 2014/2015.

Concept of Speaking

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. It has been taught since the students in Elementary school; however it is not easy for students to communicate in English. They have to think more often when speaking English. Cameroon (2001: 40) states that speaking is the active use of language to express meanings so that other people can make sense of them.

McKay (2006: 179) states that when people speak, it is not the case that they simply open their mouth and speak the words and sentences. When people speak, they are doing so in a cultural context, they speak to another person or persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing. It means that the people must know the topic that they will discuss and their conversations must have purpose. After know the topic, the people extend it by speaking and the purpose is where the speakers can get intention of the speaking.

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to reacting to the person you are communicating with. The writer concludes that speaking is a form of communication to extend a certain aim from person or persons to others. Speaking is also one of important learning to improve the students' ability by practicing for communication verbally. The students must

be active to communicate by using English so that they can improve their speaking ability very well.

Concept of Speaking Ability

Speaking ability cannot be assessed by time. Luoma (2004: 1) states that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. It means that speaking ability can be assessed appropriately based on its scale or scoring rubric. In this research, the writer used the oral English Rating Sheet that is proposed by Brown (2004: 157). The criteria of the Rating Sheet Score are:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension.

Based on the explanation above, the writer concludes that the speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence which that competence can be measured by five criteria; pronunciation, grammar, vocabulary, fluency, and comprehension.

Concept of Teaching Speaking

There are so many ways in teaching speaking that most of teachers of English having some ways in teaching learning speaking. The teacher has responsibility to make their teaching successful. The teachers of English also should apply various interesting technique that can attract students motivation in learning English so that the students enjoy in learning English. English is a relatively easy to learn and

speak. The secret to learning English is to speak English as soon as possible so as you learn you practice and practice verbally. In learning speaking English students will also automatically learn the words and the sentences of language spontaneously in speaking. Teaching speaking can be done by enjoyable activities in order to make the students be interest in learning process. An interesting activity can motivate the students to be more active in the class and the aims of learning can be achieved.

Concept of Game

Play is a purposeful activity and games are a part of playing. Caroline (2005: 57) says that as such, games are a very appropriate teaching technique in the young-learner classroom. Based on the statement, we know that game is an appropriate teaching technique for learners. There are many subjects that must be learned by the students in the school. The students get surfeit and tiredness when they must study in the classroom for long time. The students can also be boring to follow the learning process in the classroom when the teacher's style for teaching is very monotonous. A learning process must not always be done seriously. Therefore, the teacher can make fun situation in the classroom to extend the material by game.

There are some reasons why game can be an appropriate teaching technique. These reasons are proposed by Wright, *et.al* (2006: 2);

1. Games help and encourage many learners to sustain their interest and work.
2. Games provide one way of helping the learners to experience language rather than merely study it.
3. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is for this reason, probably better absorbed than learning based on mechanical drills.

4. Games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of passing the time.

Based on the explanation above, the writer concludes that a game is a fun activity that can be used as a good technique in learning process. Game can stimulate and motivate the students become more interest, enjoyable and communicative. Therefore, the writer chose game to teach the students in this research. The name of game that the writer used was Describe and Identify game.

Concept of Describe and Identify Game

According to Wright, *et. Al (2006: 2)* describe and identify game is a game which the learner is challenged to describe something to another learner, by speaking, so well that the other learner can do something for example identify the meaning. The learner may describe something objectively or subjectively, communicating his or her own feeling and associations. It means that describe and identify game can stimulate the students to speak English because by using this game, the students will create communication by giving information to others.

By considering the procedure of the game implementation describe and identify game is similar with insert the word game, according to Thornbury (2005: 96), it is a game which is the learners are each given a card with an unusual word or expression, perhaps one that has come up recently in class, which they keep secret. Then they take turns telling each other in which they incorporate their secret item as unobtrusively as possible. At the end of each telling, the others have to guess what the word or expression was. In addition, describe and identify game is also similar with hide and guess game, according to David (2003: 191), it is a language game in which the teacher makes a card that contain the words. One student hide the card behind her /his back and the other students try to guess what

the word in the card, and they can think of some alternatives. Once they can guess and answer correctly, they are expected to mention the meaning.

Based on the explanation above, it can be concluded that Describe and Identify game is a game which is the learner is given a card that contain the word, then the learner is challenged to describe that word to another learner by speaking, and the other learner try to guess the word in the card. Describe and identify game is an effective way for increasing students' speaking ability. In this case the writer applied the main game that is defining word.

Procedure of teaching speaking by using Describe and identify game

According to Wright, et. Al (2006: 29-30) , the procedure of Describe and Identify game are:

1. Demonstrate the idea of this game by describing and asking something. The class to identify what you have described. The subject and language you use should be appropriate to the learner's level of proficiency and the language you want to practice with them.

2. Rather than allowing the learners to call out, ask them first to tell their neighbors what they think you have described. Then ask for suggestion from the class.

3. Ask one of the more confident learners to take one of the word cards at random from your hand. He or she must describe the meaning of the word in the card so well that others can identify what it is.

4. Give each learner a card and instruct them to prepare a written description of the word on the card, this tasks is ideal for homework.

Example:

Cat   : it is an animal. It has four legs and a tail. It says miaow. It eats mice.

Town Hall : it is a place where the local government of the town has their offices.

5. Ask all the learners to stand up, mill about. Read their description to five other learners, and note down how often their listener can accurately identify the thing described.

6. Ask some or all of the learners to read out their descriptions to the whole class.

Teaching Speaking By Using Describe and Identify Game

Speaking English well is very important in order to communicate with others. Speaking is an important factor in all language. The students must continually learn how to say and speak as they practice the sound system. In addition the use of native language must be minimized in the classroom.

Wright, et.al (2006: 5) states that one of game in teaching speaking English is Describe and Identify Game. This game is very effective and interested because the students is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something for example identify the meaning. The learner may describe something objectively or subjectively.

The teacher can use describe and identify game in teaching learning process, in order to make the teaching learning process run well the teacher should prepare the material that would be used. In this case the material would be related to the students' condition at senior high school level.

Describe and Identify game can be a good speaking activity to develop the students' speaking ability. The students can create cooperation by communication where the describers have to give information to the other students. Therefore, the role of teacher here is very important for guiding the students in studying English speaking.

B. RESEARCH METHOD

Research Design

In this research, the writer applied quasi experimental design. According to Creswell, quasi experimental design is an experimental design that includes assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment. It means that quasi experimental design does not determine between experimental class and control class randomly individual to the group. In this research the writer used quasi experimental design especially pre-test and post-test control group design.

Population, Sample and Sampling Technique

Population

The population in this research was all of the students at the second semester of the tenth grade of SMA YP UNILA Bandar Lampung in the academic year of 2014/2015. The total numbers of all the students were 424 students that were divided into 12 classes.

Sample of the Research

Based on the population above, the writer took two classes as the sample of the research. They were one class as control class and one class as experimental class.

Sampling Technique

In this research, the writer used Cluster Random Sampling technique. The writer used this sampling because the classes were homogenous and the writer took two classes of the tenth grade, one class as experimental class and the other one as control class.

Data Collecting Technique

In this research, the writer used a test. This test was done to know the students' speaking ability before and after they were taught by using describe and identify

game. The writer provided three topics; it is about people, resort and historical place. Every student chose one topic that is given by the writer, then they must described that topic based on the picture that was given, in which the students performed it in front of the class. the writer compared the result of the pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test or not. There are five criteria of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the writer will use the oral English Rating Sheet that is proposed by Brown.

Data Analysis

In analyzing the data, the writer used normality test, homogeneity test and hypothetical test, but before the writer count the hypothetical test, the writer must count the normality and homogeneity test first.

C. FINDINGS AND DISCUSSION

Result of the Research

Result of the Pre-Test

At the first meeting the writer conducted pre-test in order to find out the students' speaking ability before getting the treatment. The writer administered pre test in experimental class and control class. It can be seen from the pre test score of students' speaking ability in control class, the mean score was 70.4, median score was 69 and mode score was 62, variance of the data was 65.1, and standard deviation score was 8.1. The highest score was 84 and the lowest score was 58.

In the experimental class, the mean score was 71.9, median score was 70 and mode score was 70, variance of the data was 48.6, and standard deviation score was 6.9. The highest score was 84 and the lowest score was 60.

Result of the Post-Test

After conducting three meetings of treatments the writer conducted the post-test to the sample. The writer conducted post-test in order to find out the students' speaking ability after getting the treatment by using describe and identify game.

It can be seen from the post test score of students' speaking ability in control class, the mean score was 69.6, median score was 68 and mode score was 60, variance of the data was 67.3, and standard deviation score was 8.2. The highest score was 84 and the lowest score was 60.

In experiment class, the mean score was 79.7, median score was 80 and mode score was 80, variance of the data was 20.4, and standard deviation score was 4.5. The highest score was 88 and the lowest score was 72.

Result of Data Analysis

Result of Normality

The test criteria:

H0 is accepted if $L_{observed} \leq L_{critical}$, it means that the data are in normal distribution.

Ha is accepted if $L_{observed} > L_{critical}$, it means that the data are not in normal distribution.

Table 1. Normality of the Control and Experimental Class

Class	Pre-test		Post-test		Conclusion
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Control	0.1374	0.1519	0.1396	0.1519	Normal
Experimental	0.1391	0.1519	0.1211	0.1519	Normal

Based on the table 1, it can be seen that in control and experimental class, shown $L_{observed} < L_{critical}$. The writer concluded that the data in both classes were in normal distribution

Result of Homogeneity Test

The test criteria:

H0 is accepted if $F_{observed} \leq F_{critical}$

Ha is accepted if $F_{observed} > F_{critical}$

Table 2. Homogeneity Tests

	Biggest variant	Smallest variant	$F_{observed}$	$F_{critical}$	Conclusion
Pre-test	65.0838	48.6025	1.3391	1.84	Homogeneous
Post-test	67.3405	38.3957	1.7539	1.84	Homogenous

From the data gained the homogeneity test for pre-test is 1.3391 while the dk (33; 33) so $F_{observed}$ is 1.84. It can be seen that $F_{observed}$ is lower than $F_{critical}$ ($F_{observed} < F_{critical}$) it means that the variance of the data of pre-test in both control class and experimental class were homogenous.

Result of Hypothetical Test

The hypotheses are:

H0: $\mu_1 \neq \mu_2$ (There is no significant influence of using Describe and Identify game towards students' speaking ability).

Ha: $\mu_1 = \mu_2$ (There is significant influence of using Describe and Identify game towards students' speaking ability).

The criteria of the test as follows:

Ha is accepted if $t_{observed} > t_{critical}$,

Ho is accepted if $t_{observed} \leq t_{critical}$.

Table 3. T-test of Pre-test and Post-test in Experimental Class and Control Class

Pre-test and Post-test	N	$t_{observed}$	$t_{critical}$	Conclusion
	68	8.7454	2.00	Significant Difference

Based on the calculation was obtained t-test is 8.7454 while the df (number of sample from both control and experimental class subtracted by 2) is 66. So that the result of level of significant 0.05 is 2.00. Then it can be assumed that there is significant influence of using Describe and Identify game towards students' speaking ability.

D. CONCLUSION

After conducting the research and analyzing the data, the writer draws a conclusion that there is a significant influence of using Describe and Identify game towards students' speaking ability. The result of data calculation in the previous chapter where null hypothesis (H_0) was rejected and (H_a) was accepted, it means that Describe and Identify game can give a significant influence towards students' speaking ability. It was supported by the score achieved by the students in which they got higher score after the writer gave the treatment (describe and identify game) as a technique in teaching speaking. It can be proved from the hypothesis test. In hypothesis test, H_a was accepted and H_0 was rejected. The result of t-test at significance degree 5% and df= 66 is 2.00, while the value of $t_{observe}$ is 8.7454. The average score of post-test also shows that the result of pre-test in experimental class (79.7) is higher than the result of post test in control class (69.6). It also proved that describe and identify game can improve students' speaking ability.

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