

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer would like to present the description of the data obtained and presents the result of teaching speaking by using games in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung and also discussion concerning the findings obtained from the games in teaching speaking.

A. The Description of MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung

This research was conducted as MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung. MTs Darul Hikmah Tawang Sari is established on July 2, 1994. Is an Islamic educational institution under the auspices of the Darul Hikmah Modern Islamic Boarding School. This madrasah is 4 km north of the city of Tulungagung, precisely on Jl. K. H. Abu Mansyur I Tawang Sari.

MTs Darul Hikmah Tawang Sari has 28 teacher. All of them are scholars who graduated from some universities in Surabaya city and the other cities. Every teacher teaches different subject, but some of them teach more than one class. There are five English teacher at this school. Both of them are graduated from English Department. So, they have a lot of competence in teaching English.

Number of teachers in MTs Darul Hikmah Tawang Sari Tulungagung.

Teachers	Total
Mathematical	3
Al-Quran and Hadis	4
English	5
Arabian	2
Prakarya	1
SKI	3
FIQIH	3
Indonesian	1
Aqidah Akhlak	1
IPS	2
Seni buday	1
IPA	2
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In 2021/2022 academic year, the students of MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung are 795 students that consist of 379 male and 416 female. Class III-A there are 38 students.

Number of students in MTs Darul Hikmah Tawang Sari Tulungagung.

Class	Total students	Total each class	General total
1A	35		

1B	33		
1C	33	329	795
1D	33		
1E	33		
1F	39		
1G	43		
1H	45		
1I	35		
2A	34		
2B	35		
2C	30		
2D	40		
2E	40		
2F	38		
2G	39		
3A	38		
3B	38	210	
3C	37		
3D	49		
3E	48		

Sometimes in teaching English, they also find some problems in motivating the students, especially in teaching speaking. They are difficult to

find suitable method in order the students enjoy the material given. Furthermore in this research, the researcher has interview only about the teacher solution in teaching speaking by using games. The teacher believes that games can improve their students' ability in speaking.

B. Research findings

The findings was collected based on the result of interview with the teacher to find out how to use of games in teaching speaking and also made a interview the students that have done at MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung to find their responses.

1. The games applied in teaching speaking in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung.

In speaking material, the researcher has interview English teacher has 2 kinds of games to teaching English speaking class IX-A. The games are one of communicative games, and very easy to be applied based on the students ability in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung. The games used to teach English speaking in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung are: Guessing game and role play game.

In the opinion of English teacher regarding learning and teaching using games is because concept from herself for that students have fun to learning not too stressful and bored in studying, so the use of these games really needs to be used and when using games usually students will be more focused and more enthusiastic when learning to use games. Using games is

also more interesting because it can train the concentration of the students. According the teacher from interview using games in learning was very effective in encouraging of students' speaking abilities, because it made them want to talk and made them more interested and confident when speaking in class because they feel more relaxed than learning directly to the material. Basically, they are very encouraged when talking using games.

The teacher said the students' response in teaching speaking techniques using games, the students felt more fun and also felt what the students say in the games always ring when the students finish learning so it makes the students more fun and stick in their memories. But there were some students who really like games and there were also students who did not really like playing games, they were more quiet and lazy to play games. But depending on friends and class conditions, if other friends are excited to play games then they will be excited too.

a. The guessing game

Role of game

The teacher identifies group for students. Each group will send themselves to go see the vocabulary with the teacher. And hint at the word that was given to friends in the group to answer by using gestures or speaking about the word and if any groups is guessed first, that group will be the winner.

b. The role play game

Role of game

The teacher writes one sentence on a piece of paper and asks each student (everyone) to pick up a piece of paper from the teacher. In which, if a student's gets a sentence, say it or share it with friends in the classroom. By speaking in front of the class and when one of the students finished speaking the teacher will have the next students continue speaking, alternating like this until the game is over.

From the explanation above, it can be conclude that in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung, the English teacher has two kinds of games in teaching speaking, they are: Guessing game and Role play game. The games to teach with the teacher above are suitable to applied for students of MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung, and these games is easy to play. Two kinds of speaking above are very effective to use in teaching speaking.

2. The implementation of teaching speaking by using games in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung.

In this research the writer from interview the teacher when she was teaching English by using games. Actually the English teacher has 2 games in teaching speaking in the classroom. In the implementation of games to the students of class IX-A students will start playing games before every class. Because it will train students to be confident in themselves and they also have the courage to show them off and also practice theirs speaking

skill of students through games based instruction. In the first game is guessing game the researcher interviewed teacher about learning using game to practice speaking English in the classroom. The vocabulary used in the students competition in the classroom is a hint of English vocabulary, a vocabulary used everyday life. About categories such as vegetables, animals, school and so on, because every time to meet will change the category every time, so as not to bored students studying English. In the beginning of teaching. The interview showed that the teacher put more emphasis on using gesture games in the post in the class before start to learn, while in the classroom while the teacher introduced vocabulary to the students. When playing a gesture game, the teacher gave an example of how to play it first and after they understand it they will work on the game gesture. When playing gesture games usually the teacher divided the team into two or more people. Students were required to be able to promote vocabulary mentioned by the teacher. And each group will send themselves to see the hint from the teacher and come to mute with a group of friends by using gestures or try to describe the word using various words to convey that and if the any group representative pale uttered that word will have to start over by going to look at the new word from the teacher again. From the competition this will make students more likely to have a vocabulary in their own words and to remember them more easily and that vocabulary will make them more daring to speak English although teaching using guessing game may not be able to practice much speaking skills but teachers believe

that Students develop speaking more gradually than learning without games. And in the competition, there are winners and losers. The teacher will have your friends applaud the winning group. As for the group that did not win would not be punished.

The second game is Role play game to describe the use of role play game in communication games, researcher conducted interviews to get the appropriate results. The researchers' interviews from teacher and students in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung to see firsthand the learning activities carried out by teacher and students in the classroom. Before start to learn the teacher will write a sentence on a piece of paper. For example, my house, my dream school and so on. Then ask each students to pick up the paper that teacher has prepared. Then which paper did the students pick up? Will have to speak or tell a story about that without time limit they will also have to speak to the front of the class to get the classmates interested or listen to what they say about speaking English. Although it may be difficult for some students but can give students self-confidence and add fun to learning English in the classroom as well. This game may take more time than the guess game. Because it is a game that requires a monologue in front of the class. Probably not everyone has to show it, because the game time before start to learn takes 10-15 minutes, and students who don't speak in front of the class, the teacher will randomly take the next English class.

3. The student's responses in teaching speaking by using games.

This research is also aimed at finding the students of responses to the use of games in teaching speaking. The writer has given interviews for some students of the regular class to find out how their responses about using games in teaching speaking.

In the opinion of some students about learning to speak using games was very effective and can him speaking fluency because it did not make the learning become bored, increased enthusiasm in learning, improved English language skills make the lesson more relaxed so it was not tense and more fun, easier to understand, easier to remember the material being learned, improve the skills in pronunciation and of course very enjoyable.

In the opinion of some students asked about whether they enjoyed learning to use these games, on average the students answered yes, of course really enjoyed. Because, with these learning games were not boring, it made learning more enthusiasm and easier to understand the purpose of speaking spoken.

According to the students when asked about whether they find difficulties in learning speaking using games, the average answer from them was sometimes experiencing these difficulties and even some students also said there was no difficulty in learning speaking using games.

In the opinion of some students, the difficulty that they have were that they were difficult to express, difficult to pronounce into English when they do not know the vocabulary, and some students also have answered

that because English many vocabularies have the same pronunciation so they are a little difficult to distinguish and interpret it, and on average they answer the difficulty lies in its pronunciation.

In the opinion of the students the benefits they get from speaking using games are able to increase vocabulary, increase confidence, practice English language skills (reading, speaking, listening and writing), encourage enthusiasm for learning, make students more active in the classroom, easy to remember material, and of course the class does not become tense and boring.

In the opinion of some students about their suggestions for learning to speak using games is to ask to have more types of games or to be more varied so as not to use those games only, to provide games techniques that make all students active at one time meaning that there is no waiting for each other another, increased learning hours, giving more time to think, and when there are students who are not right in the way they pronounce to be told how to pronounce them properly and correctly.

In the opinion of the students about whether learning speaking is easier to use games or not using games, the average answer from them is certainly easier to use games. Because, it attracts the attention of the students, is easier when dialogue, makes the learning atmosphere more fun, relaxed and exciting, can be more free to express, increase enthusiasm, and of course can learn while playing.

C. Discussion

After collecting the data that has been described above, the researcher analyze the data about how communication games in teaching speaking and also how are students' responses to the use of games in teaching speaking the students nine grade at MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung in academic year 2021/2022. The writer can give emphasis that when teaching speaking by using games, so the speaking skill can improve, and it can motivate the students in improving their speaking ability. Communication competence is the knowledge and the ability to use the language in real communication.

1. The games applied in teaching speaking in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung.

Based on the data finding about kind of games for teaching speaking in the classroom has two kinds of games to teaching English speaking class IX-A. The first game is Guessing game and the second is Role play game.

Guessing game, to describe the use of guessing games in communication games, researchers conduct interviews to get the appropriate results. The initial stage is carried out by the teacher make groups for students then have students from each groups send themselves to their teacher and the teacher will give the groups a sentence, and then gave that sentence to friends in the group to answer. From this activity, the students speaking skill can increase, and we can know that communicative games can increase the speaking skill to the students.

Role play game, the initial stage by the teacher is to inform the material to be taught at the time, The teacher asks each student to randomly pick up the paper that the teacher has prepared in front of the room and let each student pick up the paper. Then, each student will have a different sentence and explain that sentence in front of the class to your friends. That is like this discussion can say that games are activities that help students learn According to the specified objectives in accordance with Rixon (1996: 82) says that communicative games, in particular, can be used in their own right as a way of increasing student's fluency and confidence. It means that games will build students speaking fluency and confidence. Therefore, in this research, the researcher find the games for teaching speaking in the classroom very fluency and more confidence from the opinion of some student at nine grade of MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung.

It is also supported by some previous research findings, the first was a research done by, Danis (2014) state that guessing game technique helped in speaking actively in the class. As the result itself, there were several benefits perceived by the students of the use guessing game technique in their speaking class. There were, becoming relatively new teaching technique in the school, building students' perspective that speaking is a fascinating, creating positive and enjoyable learning atmosphere, motivating students to speak, and improving students' speaking comprehension. It has been shown that the students believed that guessing

game techniques made it easier for them to speak English; also it motivated them to speak up properly in the class. Therefore, the students like playing guessing game in speaking activities and showed positive behaviour during the activities of speaking class.

Second, Hidayati (2015) tell that role-playing activity can improve students' speaking ability. Furthermore, from the students' response 66 toward the teaching and learning activity during CAR, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique. It can be concluded that the students like role play technique. Moreover, the observation checklist showed that the students seemed braver and more confident in speaking.

It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking. In conclusion of the findings of this study, the researcher found the two kinds of games to teach students at nine grade of MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung. The teacher often to used games every time before studying English speaking. In order to keep students motivated and having fun in their studies.

2. The implementation of teaching speaking by using games in MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung.

Based on interview result the students said that they get games from the teacher. They can try to speaking when teach uses games in the

classroom, so it is a good way and enjoyable way to increase speaking ability to the students. Because of this, the students will find fun and enjoyable in the classroom when they follow the English subject.

Using games to learn English is a great way to get students to speak English. Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future (1994:6).'

The researcher got information about used games for teaching speaking, according to Byrne (1997: 100) tells that games are not just a diversion a break from routine activities. They must also contribute to language proficiency in some way by getting learners to use; the language in the course of game. He also says that games can be used to provide opportunity to the learners to use language rather than simply practice it. They are concerned with fluency rather than accuracy. It means that games are able to create students use the language in order to make them speak fluency.

Nurhayati, Dwi Astuti Wahyu. (2015). The researcher has recorded both some strength and some weaknesses in terms of conducting more various games, applying various interesting activities, arranging interesting tasks, and using media. The research was successful to improve the students' English pronunciation ability. There were some changes as the result of the actions. The changes were either in the way of thinking or in the behavior of the involved-members. The changes were related to the

following . During the implementation of the actions, the students became interested and active in learning English. They actively involved in improving their English pronunciation ability. The students seemed to be happy involved in the activities and participated enthusiastically.

Meanwhile, in Nuraen (2018) she found that guessing game can help teacher to hire students' participation and students' courage in teaching English. She did the observation to collect the data and find out classroom activity. The result of the research is that the teacher implemented the technique in several steps starting from making group, setting the students to discuss, making them present in front of the class by giving clues, and making the other groups guess what the speaker meant. By doing this activity, the students could develop their skill of speaking in fun way. So the same findings with this research were guessing game to teaching speaking in the classroom, but there is differences at games because in his research her only describe guessing game without explain role play game.

In conclusion of findings of this study, the researcher fine using games to teaching English speaking is a good way for the teacher and the students to learn English, because the games can make students have fun and relaxing, as studying sometimes makes students feel bored and stressful about learning English speaking. Which games is one way to keep students entertained and more relaxed.

3. The student's responses in teaching speaking by using games.

The result of the interview from three students about games in the speaking class, first student said that learning speaking by using games is the enjoyable activity. Every student feels fun and also can increase their speaking ability and second student said that they can speak when the teacher teaches English speaking by using games in the class, because it give him more confidence and the courage to speak and the last student said that games are one way to have fun and not bored in studying when the teacher used games to teaching in the class, because learning a language can be difficult for those who do not like therefore, studying using games is a good practice for students. That will make students more interested in learning English. We can know that the responses in speaking by using game are more like for students, because every students has fun about games. Then the interview result from English teacher about the implementation of games in speaking class. She said that games in speaking class very effective. It's to be solution in increase speaking skill, because all of the students always participate in speaking class. The lazy students also get a spirit again in learning English. So, although every student has a different perception about games and speaking, but they enjoy and have fun. After the English teacher applied these games, the speaking ability from most of the students can increase.

In conclusion of the findings of this study, the researcher fine the foregoing, it can be seen that the activities learning using games is one of

the most effective methods able to develop learners in many areas, including knowledge skills and attitude of learning management using games also responds to the course of study management of learning using games is another option that teachers can be used to organize learning activities in the classroom. After the researcher interview of games in speaking class, the researcher concluded that games are the suitable way in speaking class. By using various games, some students are interested in following speaking class. And the two kinds of games given by the English teacher are very suitable to apply in the general junior high school. Based on several theories that explain the use of games in teaching speaking, it is explained that the use of games when teaching is very influential when learning. Learning to use games will make students more active and enthusiastic when learning. It's the same as using communication games.