

**USING ZIP ZAP GAME TO IMPROVE STUDENTS’
SPEAKING SKILL OF THE SEVENTH GRADE AT SMP
ISLAM AL AZHAAR TULUNGAGUNG**

Anis Azizah

IAIN Tulungagung, East Java

Email: aaniza15@yahoo.com

ABSTRACT: This study aimed at solving students’ difficulties in speaking English. It focuses on the implementation of Zip Zap game in improving the students’ speaking skill. The study was designed as collaborative classroom action research where the researcher as the teacher and the English teacher acted as the observer. The cycle includes the planning, implementation, observing, and reflecting. It is concluded that the implementation of Zip Zap game could solve the problem of the students speaking skill and promote students’ interest toward songs.

Keywords: speaking skill, Zip Zap game

A professional English teacher in teaching and learning process, she or he mostly spends much time in choosing an appropriate teaching methodology for greater effectiveness in students acquisition on English as a foreign language, there was designing and implementing materials, teaching and evaluating students’ mastery of the materials. She or he are responsible to educate the students from little or no knowledge to sufficient English speaking environment.

Speaking is an important skill to be taught. Speaking is the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. It is a means to deliver thought or opinion.

Through by speaking, people can express their emotions, communicate intentions and reactions, and explore the language and make fun of it, so they expect to be able to do the same in English (Scott and Ytreberg, 2010:32). In addition Jones in Richards (2008:19) states “in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of world, or simply being together”. The Importance of Speaking is to show ideas, opinions, arguments, and reasons to the another person. By speaking, students can communicate with their friends. They can add their knowledge by getting information from learning materials studied in the class.

In Indonesia, English is a foreign language that is not used everyday. The students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to real situation in class. The fact shows that Speaking English activities do not totally work well in class because there are many factors prevent students to speaking English. According to Ur (1996:121), there are some problems affecting faced by learners in speaking activities. The problems include students’ inhibition, nothing to say, the low of participation and the use of mother tongue.

Zip Zap is one of games which is able to stimulate to be more focus in learning. This game provides more opportunities for student to express their opinions and feelings. It could be used to attract students’ motivation in the teaching and learning process, they can memorize much vocabularies and the students enjoy learning their material (Frank in Bahri, 2004:14). According Inam (2010:10) Zip Zap Game is an exercise to develop the ability to pay close

attention, use body movements and react quickly, while Environment Build uses body movements, hand gestures, and facial expressions to create an imaginary. In addition Richards and Renandya (2002:208) this game can provokes students interaction between students to another student and students to teacher because there is the good communication from interaction.

According to Askew (2008:2) Zip Zap is a traditional warm-up game that forms the basis of mathematical variation. It is best introduced in its traditional form and then played with a mathyemtical slant - suggestions for this follow. The goal of the game is to pass the words - zip zap and energy around the circle as quickly and smoothly as possible – this is hander than it seems. You may find that it takes several tries to get into the rhythm of the game. Don't give up! Eventually, the group will begin to go at pace. The role of zip zap, start with everyone standing in a circle. One person makes eye contact with someone across the circle.

One of the problems which students have in learning English, according to researcher's observation is speaking skill. Their English speaking skill is still low. The indicators of the problems are as follows: First, the students still got difficult in understanding the text and deliver text to their partner. Second, some students had not paid attention well. Third, the students feel shy to express their ideas in English. Fourth, the students are afraid of making mistakes in grammar, pronunciation, and intonation. Fifth, students less active speaking in teaching learning process because of their limited vocabulary. Sixth, students speaking score were still under criteria of success. In analyzing the data, the researcher matched the criteria of success with found data. From the result of data analyzing

(reflecting). It was found that the criteria of success have not achieved yet. Based on the background of the study, the researcher problem is formulated as follows: “How can the modified Zip Zap Game improve students’ speaking skill for the Seventh Grade at SMP Islam Al Azhaar Tulungagung?”

Related to the statement of the problem, this study is directed to know how Zip Zap Game can improves the students’ speaking skill for the Seventh Grade at SMP Islam Al Azhaar Tulungagung. The result of this study can give contribution to the teaching English in junior high school, other researchers, the headmaster and teacher especially in SMP Islam Al Azhaar Tulungagung.

METHOD

This study was to attract the students of SMP Islam Al Azhaar Tulungagung grade Seven A to speak English. The researcher conducted Classroom Action Research (CAR) to solve the students’ problems in speaking. According to Hermidain Mettetal (2001) Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. It can be seen that Classroom Action Research is not only to develop teaching skill for the teacher but also to improve students’ score and solve their problem in learning. In addition McNiff J. (2010:8) Action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be. It is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice. The action research begins with an idea that you develop.

This process is the developmental process of following through the idea, seeing how it goes, and continually checking whether it is line with what you wish to happen.

This research was conducted in SMP Islam Al Azhaar Tulungagung. The purposes of the research is to attract studentes in speaking English. There are four components in one cycle for doing Classroom Action Research. They consists of (1) planning, (2) acting, (3) observing, (4) reflecting. This research was conducted in SMP Islam Al Azhaar Tulungagung. The school is located on Jl. Pahlawan III/40 Kelurahan Kedungwaru, Kecamatan Kedungwaru, Kabupaten Tulungagung, Jawa Timur. The school had ten classes. There were three classes for seventh grade class, four classes for eight grade class, three classes for nine grade class. Students study in SMP Islam Al Azhaar study from 07.00 am to 15.30 pm. This study was conducted for VII A grades, consisting of twenty one students. The researcher did the action research on February, 2nd 2016 up to February, 23th 2016. This researcher chose the setting and subject of the study because This class was because the students had score problem in speaking. The students' were difficult to speak about English and most of them were unmotivated to learn.

The researcher conducted the research in two cycles. Each cycle consists these following processes: planning, implementing, observing, and reflecting (NSW, Department of Education and Training, 2010:2-3). The researcher started the study with a prelimininary observation the classroom actities directly and having discussion with English teacher about students' problem and teacher's

method. Preliminary observation is important to be done to define the real problem in learning speaking. In this step the main purpose is to find out **”practical problems”** as the basic concept to conduct Classroom Action Research. The Preliminary observation was done by interviewing teacher and students. The researcher also observed the process of teaching and learning and also analyzing any documents (students’ file of score, etc). Planning is a significant to do in Classroom Action Research. It is made on the basis of the analyzed of “Practical Problems” found in the preliminary observation (Reconnaissance). In planning, the researcher focuses on who, what, when, where, and how the action will be done. Some possible activities included in planning are socializing the research program, the teacher prepared all which is needed and supportive material as well the steps applied.

1. Making the lesson plan, the step of presenting the teacher material based on the activity will be done by the students.
2. Preparing all facilities and supportive material in presenting the teaching materials, such as; Zip Zap Game in increasing students speaking skill.
3. Designing a test to find out the increasing students speaking skill.

FINDINGS AND DISCUSSION

The first observation on Thursday, January 21st 2016. Based on the result of conducting observation, the researcher found that the students had difficulties in speaking English. They could not answer the question of the teacher when the teacher asked some questions using English because they could not understand the

meaning of words when the teacher speaks English. But if the teacher translated the question some the students tried to answer. Then, they lacked of focus were learning English. They seemed boredom, lazy, unmotivated. They thought that English was not important in their daily life. So, the students could not focus and difficult in learning English.

The study in this cycle was done in four steps, covering planning, implementing, observing, reflecting. Planning was made based on the findings of the preliminary observation. In this planning, lesson plan was made containing the modified game. Meanwhile, in planning there were four meetings. In cycle-1, the first meeting was on Tuesday, February 2nd 2016 and second meeting was on Thursday February 4th 2016. In this phase the planning was implemented in such a way to overcome the students' problem in speaking. The activities in Cycle 1,

1. The teacher asked to students about material last week which they have been studied. Teacher said, (*What did you study on last week, Please tell me!*).
2. The teacher gave information to students. They had to active speaking English. (*Do you like speaking English?, Start from now, we will practice Speaking English in the Class, Let's Speak English start from now...*).
3. Third step, The teacher tried to introduce the Zip Zap Game to students for reviewing the material today! (if the teacher stops on the word ZIP. → the student is chosen by the teacher and student who sits beside on the left, must tell (*my name is..., Today, I learn occupation, there are many jobs and I can mention...*) and If the teacher stops on the word ZAP. →

the student is chosen by the teacher and student who sits beside on the right, must tell (*my name is..., Today, I learn occupation, there are many jobs and I can mention...*).

4. The teacher divided students to be 5 group with numbering (*Please, discuss wit your members group!, after all done to discuss, the teacher just called 2 group to come forward and tell.*).
5. The teacher asked students to write their name and put into the box.
6. The teacher asked students to open Bupena Book. (*Please open your book on page 68 about Pilot Fly Air Plane*).
7. The teacher explained about “Occupation”.
8. The teacher asked students to do exercise on pages 68 and 70. After all students done.
9. The teacher asked every students in the group to decribe the picture on the Bupena Book with Oral.
10. The teacher devided 6 groups with lottery.
11. The teacher used “Zip Zap Hompimpa” to devide the other picture.
12. The teacher asked each group to describe the picture.
13. The teacher called all members of group 1, 2, and 3 come forward and took Zip Zap Word to determine the partner beside left and righ and next group 4,5, and 6 to determine it. *After all students had the partner beside left and right.*

14. The teacher said, (*Please, you play Zip Zap with your partner with say, Zip...Zap...Zip...Zap... and you, please you tell what is your picture in your group*).
15. The teacher asked students to deliver the describe their picture to their partner with said that, (*I bring a picture about doctor and my describing is Mrs. Indah is a doctor. She is in the hospital. She gives medicine for her patients*), after all the students done.
16. The teacher took their name in box to tell what the information they get (*I take there name in box after that I say, Zip Zap and I choose the name is..... please, come forward!*).
17. The teacher called the leader of groups to play hompimpa Zip Zap and decide group which present the first time. *Speaking test was started.*
18. The teacher gave board marker to students that forward in front of class and teacher said Zip...Zap....Zip.....Zap until 5 times.
19. the student must tell the picture of your friend beside on right or left with said, (*The picture of my friend beside on left me about..... or the picture of my friend on right me about.... and my picture about.....*), after all students have done speaking test.
20. The teacher gave homework to students about next materials.

In this activities, the teacher invited all groups to play Zip Zap Game with the partner (on the left and on the right) which he bought different pictures. There were some students who had difficulties to do it. It can be seen from, the students got difficult in deliver the materil of the picture to their partner. In the observation

phase, moreover, the data related to the effects of the applied game were collected through doing observation, interview and administering test. The post-test was on Thursday, February 11th 2016. The researcher found that 36.36% of the students or the students or 8 out of 14 students got the score under the Minimum Criteria. The Minimum Criteria was designed that the students could pass the test if they got ≥ 75 .

Finally in the reflecting stage, the researcher analyzed the data taken from the observation stage. Based on observation phase, the students still got difficult in understanding the text and deliver text to their partner, some students had not paid attention well, the students feel shy to express their ideas in English, the students are afraid of making mistakes in grammar, pronunciation, and intonation, students less active speaking teaching learning process because of their limited vocabulary, students speaking score were still under criteria of success. In analyzing the data, the researcher matched the criteria of success with found data. From the result of data analyzing (reflecting). It was found that the criteria of success have not achieved yet. There were some revision improvement must be made focusing on: Teacher prepares some short reading text.

1. Teacher prepares some short reading text.
2. Teacher decides their group. Each group consists of 3 or 4 students.
3. The teacher distributes the short reading text not a text for a group, but a text for a students. So, each students got the short reading text.
4. The teacher asks students to read loudly and understand the short reading because in the short reading there is vocabulary list.

5. The teacher asks students to write new vocabulary or difficult word in the table Zip Zap.
6. The teacher asks students to play Zip Zap Game and speak English in theirself group. The student said (*my picture is... (Hotel, Port or Zoo), I want to give information about my picture, please listen cerefully! Hotel is..., Port is..., Zoo is... from my information. Do you have any question?*).
7. The teacher gives the different short reading text to group.
8. The teacher asks students to write short text in theirself book.
9. The teacher prepares some question based on the text.
10. The teacher asks students to discuss the answer.
11. The students must answer the question (*Excuse me, how can I go the___ ?, Sir, Can you tell me the way to the___?, Can you help me, please? I want to go the___?, Excuse me, is there a___near here?*) and the answer was *there hospital, post office, bus station, book shop, italian restaurant, factory, museum.* Each group gets one question.
12. The teacher asks the group to see the picture.
13. The teacher decides their partner on the left and the right with “Zip Game” word.
14. The teacher gives the picture for every students.
15. The teacher asks students to write short text in theirself book about short text their partner.
16. The teacher asks students to practice speaking in English with deliver text to their partner. The students said, (*Excuse me, how can I go the___ ? Go*

straight on. Go past the traffic lights and Walk along Bond Street. Go straight on until you get to the roundabout. At the roundabout turn left on King's Road. It's the building opposite the cinema on the left). Other student in their group said different place, *(Sir, Can you tell me the way to the___? Of course. Go straight on. Go past the traffic lights. Then take the first left to Green Street. Walk past the library. It's the building next to the library on the left)* in the group there was three different "Direction" text.

17. The teacher reviews the material, so that the students more comprehend.
18. The teacher gives the picture "star" so that the students more motivated to activate in speaking class.
19. The post-test uses picture and Zip Zap Ball and also students explaine their partner text and his friends self. For the researcher, it was really helpful to increase the students understanding and it could interesting in speaking test. It can be shown from the results of post-test 1 which the students could not achieve the minimum criteri due to lack of English understanding. Hence, the researcher tried to develop the Zip Zap Game by using combination with picture and game. It expected that the students could understand and complete the test briefly.
20. The teacher asked the students to make short dialog in the speaking test, *(there is dialog about asking direction and giving direction for every students. First student asks direction to second student, Excuse me, how can I go the___ ? or Sir, Can you tell me the way to the (hospital)?. The second student gives direction, Go straight on. Go past the traffic lights*

and Walk along Bond Street. Go straight on until you get to the roundabout. At the roundabout turn left on King's Road. It's the building opposite the cinema on the left. The Second student asks direction to the third student, Excuse me, how can I go the___ ? or Sir, Can you tell me the way to the (post office)?, etc.

21. The teacher gives the picture "winner" to each students who finish speaking test well.

In cycle-2, the first meeting was on Tuesday, February 15th 2016 and second meeting was on Thursday February 18th 2016. Meanwhile, in planning there were four meetings. In this phase the planning was implemented in such a way to overcome the students' problem in speaking. In this activity, the teacher was introduced the occupation and gave short reading text about public building (Zoo, Hotel, Port). The teacher divided 6 groups. After that the teacher asked students to read and understand the short reading because in the short reading there is vocabulary list. Then, the teacher asked students to write new vocabulary or difficult word in the table of Zip Zap. The teacher invited all groups to play Zip Zap Game with the partner (on the left and on the right) or theirself group to practice speaking English. After finish, the teacher gave short text about Direction and asked students to write their short text which they bought. After that, the teacher determined their pratner with Zip Zap word and also determined what would they present for the test. If they could present theirself short text in front of class well. They got star picture and if could present their partner short text well. They got winner picture. Almost of all students sucessed in speaking test post

cycle 2. It can be seen from, the students got star and winner pictures. In the observation phase, moreover, the data related to the effects of the applied game were collected through doing observation, interview and administering test.

Finally in the reflecting stage, the researcher analyzed the data taken from the observation stage. Based on observation phase, the teacher 90% had done preparing lesson plan and students activities to practice speaking English well. Then, from the students 85%, they got improvement in speaking. It was proved on the students understand to play Zip Zap Game, students paid attention well, Students did the discussion well, students active in teaching learning process, students was not afraid of making mistakes in grammar, pronunciation, and intonation. They more active to perform in front of class, the students could speak well and speaking score could reach the criteria of success. In analyzing the data, the researcher matched the criteria of success with found data. From the result of data analyzing (reflecting). It was found 18 of students were success and the criteria of success could be achieved.

The post-test was on Thursday, February 25th 2016. In the Cycle-2, it was found that 90% of the students or 18 out of 20 students got the score more than or equal to 75 related to the Minimum Criteri of Success. It has given satisfactory result in the improvement of students speaking skill. Therefore, it could be concluded that the planning in the Cycle-2 was implemented successfully. The activities are Grouping Students, Reading, Writing of Vocabulary List, Discussion, Share New Information with Partner, Communication Games, Using

of Zip Zap Game and Pictures and also combination with other game (Ball Zip Zap or hompimpa) and Reviewing the Materials and the last Giving Rewards.

CONCLUSIONS

Based on the obtained data in the previous chapter, the present researcher comes to set of conclusion. Zip Zap game was able to increase the students' speaking ability. It was proved that in the second cycle the students speaking ability was higher than first cycle. In cycle 1, it showed the mean was 60.90% and (Pass: 8/36.36%), (Fail: 14/63.63%). Meanwhile, the result of cycle II gained the learning process was 81% and (Pass: 18/90%), (Fail: 2/10%). Moreover, implementing Zip Zap Game can motivate the students to be more active and contribute positive development in teaching and learning process. Practically, Zip Zap Game is effective used to solve the problem through the following steps:

1. Teacher prepares some short reading text and asks the students to make a group. Each group consists of 3 or 4 students
2. The teacher distributes the short reading text not a text for a group, but a text for a students. So, each students got the short reading text.
3. The teacher asks students to read loudly and understand the short reading because in the short reading there is vocabulary list.
4. The teacher asks students to write new vocabulary or difficult word in the table Zip Zap and asks students to play Zip Zap Game and speak English in theirself group and also asks students to write short text in theirself book.

5. The teacher gives the different short reading text to group, asks students to write short text in theirself book, prepares some question based on the text and each group gets one question and asks students to discuss the answer.
6. The teacher asks the group to see the picture and decides their partner on the left and the right with “Zip Game” word.
7. The teacher gives the picture for every students
8. The teacher asks students to write short text in theirself book about short text their partner and asks students to practice speaking in English with deliver text to their partner.
9. The teacher reviews the material, so that, the students more comprehend and gives the picture “star” so that the students more motivated to activate in speaking class.
10. The post-test uses picture and Zip Zap Ball and also students explaine their partner text and his friends self. For the researcher, it was really helpful to increase the students understanding and it could interesting in speaking test. It can be shown from the results of post-test 1 which the students could not achieve the minimum criteri due to lack of English understanding. Hence, the researcher tried to develop the Zip Zap Game by using combination with picture and game. It expected that the students could understand and complete the test briefly.
11. The teacher gives the picture “winner” to each students who finish speking test well.

For all of the steps above, the researcher can apply around 40 minutes for fourth meeting.

SUGGESTIONS

Zip Zap is one of games which make the students more focus in learning, they are encouraged to interact and communicate and this games is going to make the students feel fun to speak english. This game provides more opportunities for student to express their opinions and feelings. As a result, it could be know that the students felt comfort in the process of learning English, especially on improving speaking skill.

Based on the findings of the Zip Zap Game implementation, some suggestion are addressed to: (1) The teacher. It could give new reference of innovative game for teacher when she/he is teaching English. The teacher can also implement the game to deliver the material. (2) The students. The students are hoped to be more active in learning English. They should follow the priciple of game technique in learning speaking English. (3) The researcher. Another researcher can do an experimental research to investigate the effectiveness of Zip Zap Game.

REFERENCES

Askew, Mike. 2008. *Unscrited Maths*. London: BeaM

Bachrie, Fauzan. 2014. *Increasing Students` Speaking Ability Througk Zip Zap Game for the Seventh Grade of SMPN1 Montong Gading*. STKIP Hamzanwadi Selong.

Inam, Aseem. 2010. *Nagating ambiguity: Comedy Improvisation as a Tool for Urban Design Pedagogy and Practice*. Journal for Education in the built Environment.

Richards, Jack C. 2008. *Teaching Listening and Speaking*. United States of America: Cambridge University Press.

Richards, Jack C. and Willy a. Renandya. 2002. *Methodology In Language Teaching An Anthology of Current Practice*. United States of America: Cambridge University Press

Scott, Wendy A and Lisbeth H. Ytreberg. 2010. *Teaching English to Children*. New York: Logman Group UK.

Ur, Penny. 1996. *A Course in language Teaching Practice and Theory*. Cambridge: Cambridge University Press.