



## Training of Improving Students' Speaking Skills by Using Talking Ball Game at SMA Kalam Kudus Medan.

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### ABSTRACT

Speaking requires someone to be linguistically competent in terms of well articulating the sound, having sufficient vocabulary, and mastering structural and or grammatical grammar. Speaking is complex because speakers are involved in a rapid and dynamic process incurring a high element of doing various things at the same time. Games are a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. In Talking Ball Game, students can value ability speaking like pronunciation, vocabulary, fluency, grammar, and able to make students fun in the games. It is very important for students. In games, students have the opportunity to use the language after learning new vocabulary. And Talking Ball Game is also able to improve the situation in class. In the teaching and learning process, the students took participation when implementing TBG in learning by speaking.

**Keywords:** *Students' Speaking Skill, Talking Ball Game*

### 1. INRODUCTION

When students are asked to use the spoken language in the classroom, they are required to take part in processes that do not only involve knowledge of target forms and functions, but also a general knowledge of the interaction between the speaker and the listener in order that meanings are made clear. Because oral communication involves the negotiation of meaning between two or more people, it is always related to the context in which it occurs. And speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Nunan, in Rahmawati (1999:202) that "speaking requires someone to be linguistically competence in terms of well articulating the sound, having the sufficient vocabulary, and mastering structural and or grammatical grammar".

According to Syakur in Yunanda (1987:5) “speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency”. Gower, Philips and Walters (1995:99) said that speaking has two different aspect. They are “accuracy and fluency”.

1. Speaking fluency can summarized as the ability to express oneself with the automatic usage of units and patterns of language accurately and by considering the speed of handling utterances appropriately.
2. Speaking accuracy is the use of language by controlling the language system which system which consists of grammar, vocabulary, and phonology exactly.

Actually, people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make relationship in society. Johnson said in Burns (1996:55). Speaking is complex because speakers are involved in a rapid and dynamic process incurring “a high element of doing various things at the same time”.

And based on the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills and such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language; everyone needs to pay attention to precise details of language and needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.

Games are a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements.

According to Hadfield (1996:4) in Yunanda, “a game is an activity with rules, a goal and an element of fun. Hadfield also said that there are two kinds of games: competitive games and co-operative games”. A competitive game is a game in which the player or teams race to be the first to reach the goal. And the cooperative game is a game in which players or teams work together towards a common goal.

In communicative language, games are also a tool for teachers to predict the area of difficulty in teaching and learning process and games use many kinds of techniques, the important reason for using games is simply that they are immensely enjoyable for both teacher and student.

Chen in Yunanda (2005:121) also said in his journal that the benefits of using games in language learning are promoting communicative competence, creating a meaningful context for language use, increase learning motivation, reducing learning anxiety, and encouraging creative and spontaneous use of language.

Communication games are important for some people and communication games can make someone fun way for employees to learn helpful methods through team interaction. According to Byrne and Rixon (1982:8), “communication games are played in pairs or in groups rather than in rigidly divided 'teams'. This increases the opportunities for talk and the need for students to listen to each other”. Direct interaction among students is the aim, rather than between teacher and students with the teacher mediating the students' attempts at communication. Most games are so designed that they can be used on a self-access basis, with clear instructions attached to each activity.

According to Harmer (2001:12) says that “games are designed to provoke communication between students frequently depend on an information so that one student has to talk to a partner in order to solve the puzzle, draw a picture (Describe and draw), put things in the right order (describe or arrange) or find similarities and differences between pictures”.

Television and Radio games, imported into the classroom, often provide good fluency activities, as the following examples demonstrate. In the twenty questions, the chairperson thinks of an object and tells a team that the object is either animal, vegetable, mineral, or a combination of two or three of these. The teams

have to find out what the object is by asking only yes or no questions such as *can you use it in the kitchen?* or *is bigger than a person?* They get points if they guess the answer to twenty questions or less.

In other games, different tricks or devices are used to make fluent speaking amusing. For example, two students speak but at a prearranged signal one of the participants has to reach into the fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate these into the conversation straight away.

One of the techniques to be used in teaching speaking is Talking Ball Game. TBG is able to improve their speaking means teaching speaking with the support of the ball. In Talking Ball Game some speaking skills there are :

1. Firstly Talking Ball Game improves student's Fluency
2. Secondly Talking Ball Game improves student's Grammar
3. Thirdly Talking Ball Game improves student's Pronunciation
4. Fourthly Talking Ball Game improves student's Vocabulary

According to Byrne (1997:124) in Yunanda says that "Games can be used to provide a new context for rapid and enjoyable repetition in many key language areas such as tenses or sets of lexical items on which learners need a massive amount of practice, both for initial and periodic revision"

In Talking Ball Game, students can value ability speaking like pronunciation, vocabulary, fluency, grammar, and able to make students fun in the games. It is very important for students. According to Chen (2005:1) in Yunanda that by games, students have the opportunity to use the language after learning new vocabulary. And Talking Ball Game is also able to improve the situation in class. In the teaching and learning process, the students took participation when implementing TBG in learning Speaking.

The use of Talking Ball Game

1. It's fun and motivating
2. Quieter students get the chance to express themselves in a more forthright way.
3. The world of the classroom is broadened to include the outside world-thus offering a much wider range of language opportunities.

Based on the explanation above the team of community service in collaboration with SMA Kalam Kudus Medan conducted the training to improve the students' speaking skills by using talking ball game which was held from Tuesday and Wednesday, January 25<sup>th</sup> -26<sup>th</sup> 2022 at.

## 2. METHOD

The Participants who took part in this community service activity were grade XII of SMA Kalam Kudus Medan students. The target participants for this training are 35 students. The method applied in this activity is a workshop technique which includes: (1) delivery of material followed by discussion with the participants, (2) giving examples of dialogue and analysis; (3) providing feedback and discussion of practical results.

## 3. Results and Discussion

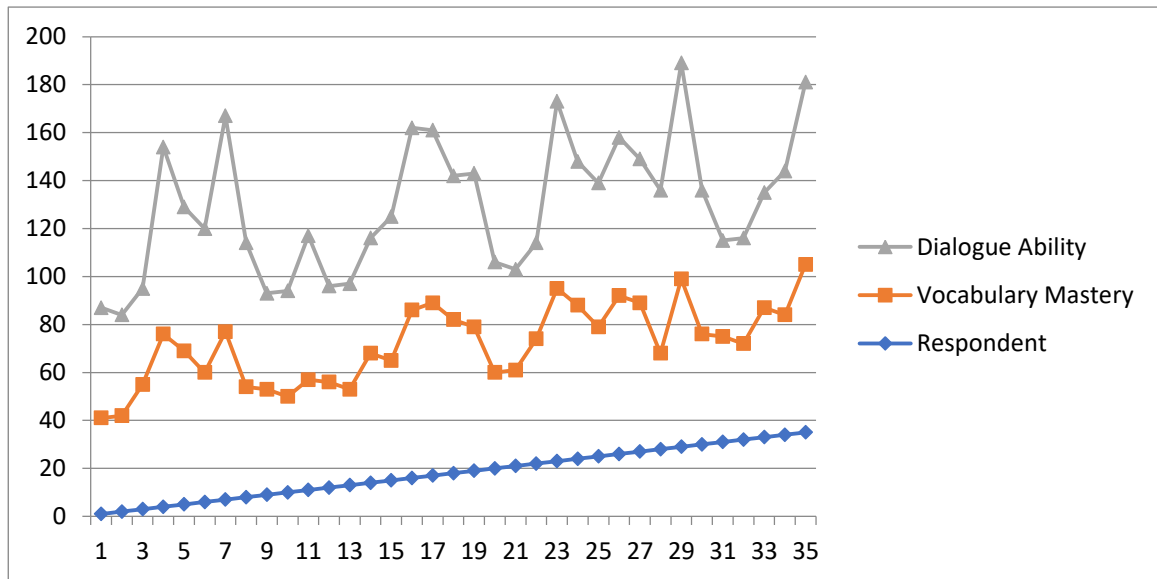
Based on the results of the participants pre-conversation at the beginning of the training, it was found that their understanding of English was still quite low. In addition, the obstacles in speaking English are low self-confidence to start speaking and lack of motivation to learn aspects that must be known such as vocabulary and grammar. Therefore, the tutor team combines the lecture method (giving material) and hands-on practice. This activity focuses on the practice of asking and giving opinion, so for convenience, this activity is divided into 2 sessions:

1. Session one was material presentation session asking for opinions (asking, both formal and informal), dialogue sample giving, discussion session and dialogue practice
2. Session two was Giving Opinions (both formal and informal), sample dialogue giving, discussion and practice sessions.

To determine the level of English speaking ability, participants were given a pre-test in the form of a test read short dialogues about formal and informal questions and opinions. Here are the results of the pre-test :

**Table 1. Pre – Test Result**

<b>Respondents</b>	<b>Vocabulary Mastery</b>	<b>Dialogue Ability</b>
1	40	46
2	40	42
3	52	40
4	72	78
5	64	60
6	54	60
7	70	90
8	46	60
9	44	40
10	40	44
11	46	60
12	44	40
13	40	44
14	54	48
15	50	60
16	70	76
17	72	72
18	64	60
19	60	64
20	40	46
21	40	42
22	52	40
23	72	78
24	64	60
25	54	60
26	66	66
27	62	60
28	40	68
29	70	90
30	46	60
31	44	40
32	40	44
33	54	48
34	50	60
35	70	76



**Figure 1. Graph of Pre-Test Score Result**

The following is the results of Post-Test Score.

**Table 2. Post – Test Result**

Respondents	Vocabulary Mastery	Dialogue Ability
1	60	68
2	75	66
3	70	72
4	70	70
5	72	72
6	65	69
7	70	75
8	68	75
9	60	74
10	70	95
11	68	78
12	70	74
13	68	68
14	72	77
15	72	74

16	80	82
17	82	82
18	70	72
19	68	70
20	68	70
21	60	72
22	62	68
23	85	80
24	87	72
25	80	74
26	75	66
27	70	72
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30	65	69
31	70	75
32	68	75
33	60	74
34	70	95
35	68	78

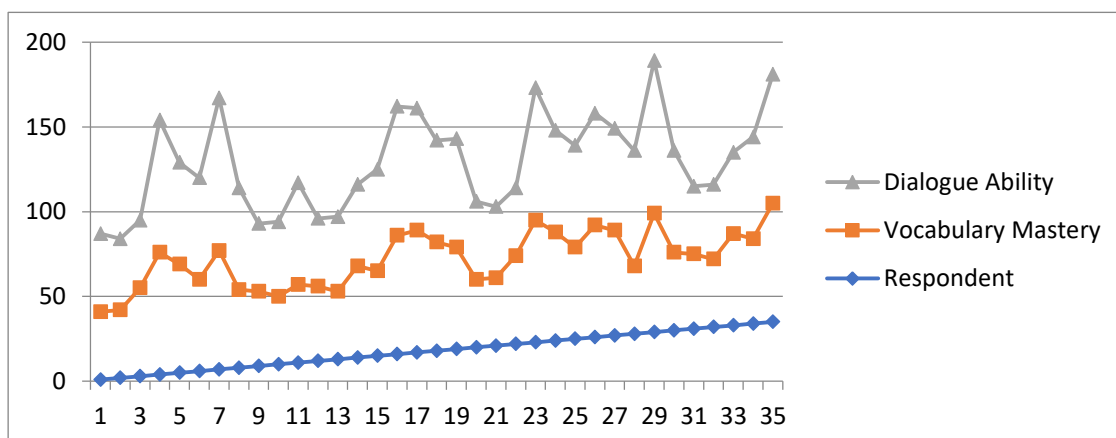
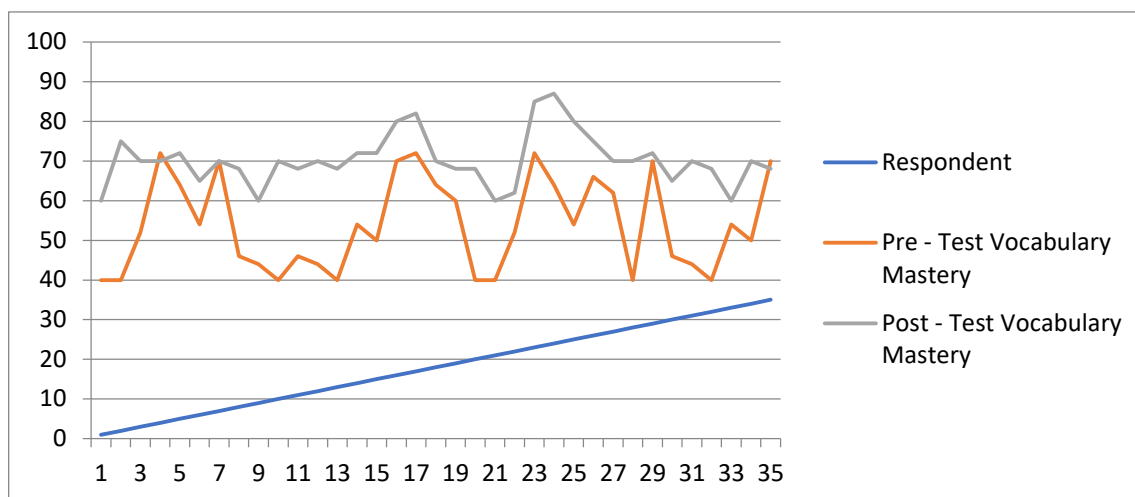
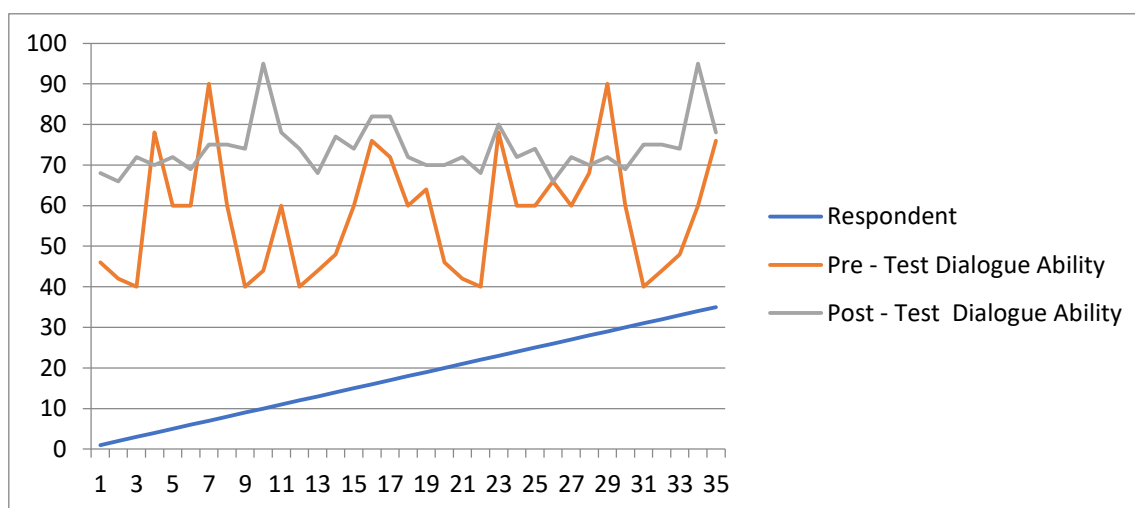


Figure 2. Graph of Post-Test Score Result

The following is the results comparison of Pre – Test and Post-Test Score after given the training.



**Figure 3. Graph of Pre and Post-Test Score Result of Vocabulary Mastery**



**Figure 4. Graph of Pre and Post-Test Score Result of Dialogue Ability**

#### IV. CONCLUSIONS

The participants and team had found some advantages of the Ball Game technique, such as it can make the students more fun when they learn English, the students can remember more things, and students should try to make and change the sentence of the simple present tense in front of their friends, to improve their understanding about speaking. Based on some of the advantages above, the researcher suggests to teachers use the ball game as a technique to teach speaking. This technique is supposed to solve some problems in teaching English.

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