



**IMPROVING STUDENTS' MOTIVATION OF SPEAKING
BY USING GAME CARD TOURNAMENT
The Case of Grade 7 Students of State Junior High School 6 Tegal, in the
Academic Year of 2012/2013**

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Abstract

Speaking became one of the main skills and compulsory learned by the students of Junior High School. It was stated in the syllabus and formulated in standard competence and basic competence. The objective of this classroom action research was to overcome the problem faced by the teacher in carrying out teaching learning process of speaking, students' low motivation to speak. The problems were that 1) low pronunciation ability 2) poor vocabulary items mastery 3) doubt and confusion about expressions usage. This classroom action research applied Game Card Tournament to improve students' motivation to speak. When students played Game Card Tournament, they not only played for fun but also practiced pronunciation, learned more about vocabulary and practiced speaking about occupation using acceptable expressions. Moreover video clips and power point presentation were also implemented to practice pronunciation, expressions and vocabulary. The motivation of students improved when they expressed their idea freely during playing the game. Since the Cards used to play consisted of pictures and illustration of job's description, students were more motivated to speak. As the students improved their motivation to speak, the teaching learning process about occupation became more meaningful and interesting and of course students' achievement improved as well.

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INTRODUCTION

Learning to speak a second language is actually a lengthy process. Usually, students must carefully repeat models and imitate the teacher. They may memorize basic sentences to gain confidence in their ability to speak the second language, or they may practice sentences and do oral drills.

This Classroom Action Research was carried out to analyze how far the students 7 graders of State Junior High School 6 Tegal had motivation to speak and give responses to some utterances. This included the observation of how students used the expression of asking, answering and responding about occupation, describing people's occupation, where people work and what jobs they do.

The objectives of this research were (a) to find out what problems faced by the students during teaching – learning process of speaking, (b) to find out the result of implementing Game Card Tournament in teaching – learning process of speaking, (c) to find out the result of implementing GCT can improve students' motivation in speaking class, (d) to find out the result shown by implementing GCT which improve students' motivation can increase their speaking skill.

“Speaking in a second language (L2) has been considered the most challenging of the four skills gives the fact that it involves a complex process of constructing meaning (Celce-Murcia and Olshtain 2000)”. This statement encouraged the teachers to modify the way of teaching speaking by applying some methods and techniques.

Brown (in Islamiyah, 2007: 14) stated that speaking is a productive skill that can be directly and empirically observed; those observations are invariably collared by the accuracy and fluency. This statement inspires writer's teaching – learning process of speaking. It can be observed and analyzed how active students involve in the process by which teacher find out the problems arise like low motivation of students to speak,

the anxiety of making mistakes in pronouncing words and mastering vocabulary .

The stages of teaching speaking and learning process are often divided into three commonly known as; the presentation, the practice, and the production.

The presentation stage is the stage where students are given intensive practice in the new structures.

Practice stage is carried out to develop speaking skill. In this stage the students need intensive practice. Speaking practice is usually done in pair and group work. According to Byrne “speaking skill is the ability to express oneself intelligibly, reasonably, accurately and without hesitation.”

Production stage is done to give students opportunity to experiment on their own and to allow them to see how much they have really understood and learnt. Brown, (1994); Burns and Joyce, (1999) stated” Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. More over Brown and Yule (1996) stated that there are three parts versions of situation of speaking, speaking as interaction, refers to what is normally meant by “conversation” and describes interaction which serves social function , speaking as transaction which refers to situations where the focus is on what is said or done and speaking as performance refers to public talk.

Game Card Tournament is the game inspired by teaching learning model called “make a match” introduced by Curran (1994). The cards are in the form of the pictures of professions, place of works or kinds of jobs. When the students play the game they practice pronunciation by mentioning the name of certain occupation. They also enrich vocabulary items.

Motivation is one of the most significant factors in language learning. Interestingly, motivation is perceived by Dornyei (2001: 73) as cyclic, going up and down, affecting language achievement and being affected by it.

RESEARCH METHODS

This research includes to Classroom Action research. This research was carried out in two cycles, where there are 4 steps in each cycle: planning, acting, observing and reflecting. It was in line with the characteristics of classroom action research proposed by Kemmis and Mc Taggart (1988:22-23), "Action Research typically involves four broad phases in a cycle of research, The first cycle may become a continuing, or iterative, spiral of cycle which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop".

This classroom action research was carried out in two cycles. Each cycle consisted of four steps. Before it came to first cycle, it was illustrated the condition of teaching learning process in pre cycle condition. This activity was carried out to know and arouse students' motivation and background of knowledge, students were asked to answer and mention what the pictures were about. There was power point presentation on the screen showed some pictures dealing with occupations. The writer asked one by one student to tell what picture it orally.

From the observation the writer found out that most of the students did not give answers, some gave wrong answers, some others just kept silent, even when the writer gave chances to other students to give comment to their friends' wrong answers, and they also did not give responses. When the teacher gave chance for them to think for a while about the pictures presented on screen, they were asked "who can give answer? Raise your hand please?" The writer found out there was no one answered and raised their hands.

Based on these situation what the writer did in planning stage of 1st cycle were 1) Designing Lesson Plan and Instructional scenario based on Standard Competence and Basic competence 2) Arranging Observation sheet used to observe students' activities in teaching learning process of speaking using GCT 3) Arranging test instrument which is used to

know students' competence in every cycle of the research 4) Preparing Instructional Media such as power point presentation, clip video, and Card which containing pictures and job description to carry out the instructional program. In acting stage the writer presented the material by explaining the purpose of the lesson, what materials were taught and the indicator. In order to make this process interactively, teacher sometimes gave questions to students; asked students to repeat in chorus or one student individually to ensure that the students focused on the process.

Video's clips were also presented to make students more interested in participating in the teaching learning process. Next, students were divided into groups (group of four). Teacher gave short explanation to play GCT. The observation activities were carried out during teaching learning process in every cycle. This activity focused on the students' activities not only during the process of learning using GCT but also when they responded and gave comment in previous stage. Reflection was the last stage carried out of each cycle in this research. The stage of reflection was done to get description and evaluation dealing with the strengths and weaknesses taken by the writer.

This action research was conducted in 7A graders of State Junior High School 6 Tegal, 1st Cinde Kencana Street Tegal This school included to rural school because it was located in the northern side of Tegal where most of the society was fishermen. The low motivation of parents to give more education to their students, the income of the students and the low prosperities were some problems faced by the students in State Junior High School 6 Tegal.

To get the data in doing this study it had been applied three kinds of data collections. They were observation, documentation, oral test, demonstration, and activities in playing games.

Observation was carried out in order to get the data about the process of teaching learning process of speaking, whether the methods being applied was really effective, enjoyable and interesting that improved students

motivation to speak. It was carried out along the cycle I to the cycle II. Then, the results of the observation were analyzed as a reflection. The analysis included the students' activities along the teaching learning process of speaking and the students' responses and enthusiasms.

The students learning achievement was used to measure a group or individual progress towards the instructional objectives of specific study. The students' learning achievement was yielded after having teaching learning process of speaking. The tests were about pronunciation, communicative expression, vocabulary, fluency, and performance.

FINDINGS AND DISCUSSION

Since speaking means communication, the writer communicated the idea by presenting some pictures dealing with certain occupations to know and arouse students' motivation and background of knowledge. The writer asked one by one student to tell what picture it orally. The following data showed the condition of students' motivation to follow the lesson in pre cycle condition.

Observation Sheet Pre Cycle

School : Junior High School 6 Tegal
Day/Date : Mei 2013

Class : 7 A
Kkm : 72

No	Responden	Indicator					Total	%
		1	2	3	4	5		
1	Af	1	3	1	1	3	9	45
2	Anf	2	1	1	3	3	10	50
6	Dst --32							
	Σ	39	60	49	39	87		
	%	24.38	37.50	30.63	24.38	54.38		

Note :

The indicators of student's activities to be observed:

1. Students are enthusiastic to follow the lesson (speaking skill). Students' activities based on this indicators are :
 - a. pay attention to the teacher presentation
 - b. place themselves comfortably without making noise
 - c. preparing books and other writing utensils needed
2. Cooperate with other students to practice speaking
3. Note down everything useful during teaching learning process which can be used in practicing speaking
 - a. note down teacher's explanation
 - b. asking the teacher about something difficult
4. Compete with other students to practice speaking
 - a. raising hand
 - b. giving comment
 - c. asking chance to correct other students answer or giving other answers
5. pay attention and repeat actively to what the teacher pronounce or what they heard from the clips.

1 = less active

0 – 25 = not so active

2 = fair

26 – 50 = active enough

It was noted down that based on the first indicator there was only 24.39 %. This included to not so active category, while in the second indicator, the percentage was 37.50 % which

included to active enough. In this second indicator, the writer observed that students cooperated with other students to practice speaking especially pronouncing words, but they were all still not sure about the result they got. There was 30.63 % in the third indicator. This number included to active enough. The fourth indicator noted that the percentage was 24.38 %

which included to not so active. It was observed that students' competition to answer the questions and effort to give another alternative answers was still low. The last indicator was the fifth. It reached 54.38 %. This problem influenced students' competence of speaking, like what the writer and collaborator observed when students performed dialogue.

Score List
Students' Competence Of Speaking
Topic : Dialogue About Occupation
Pre cycle
7th A / JHS 6 Tegal

KKM : 72

No	Respondent	Competence of Speaking				Sum	Avrg
		1	2	3	4		
1	AF --32						
	> KKM	11	10	9	8		
	%	34.38	31.25	28.13	28.13		
	< KKM	21	22	23	23		
	%	65.63	68.75	71.88	71.88		

Indicator of speaking competence

- 1 pronunciation
- 2 grammar
- 3 fluency
- 4 content

The range of score
60 - 100

From the above data it could be concluded that students' competence of speaking was still low. In term of pronunciation students who got score above KKM were 11 students or 34.38 %, students who were able to use the

expression dealing with dialogue about occupation above KKM were 10 students or 31.25 %. About fluency of the students, there were each 9 students and 8 students above KKM.

COMPARATIVE SCORE LIST OF STUDENTS' COMPETENCE OF SPEAKING
Topic : Dialogue about Occupation
Pre Cycle and Cycle 1
7 A Graders JHS 6 Tegal

The comparison of students score higher than KKM (72)

No	Cycle	Competence of Speaking			
		Pronunciation	Grammar	Flency	Content
	Pre Cycle	11	10	9	9
	Cycle 1	27	22	18	19

No	Percentage /Cycle	Competence of Speaking			
		Pronunciation	Grammar	Flency	Content
	Pre Cycle	27	22	18	19
	Cycle 1	84.38	68.75	56.25	59.38

Tegal, May 2013
Collaborator

Komarudin S.Pd

Game Card tournament was applied to practice not only pronunciation but also vocabularies and expressions.

It was sure that the result increased, as shown the following data

Based on the criteria stated above, the average score of pronunciation competence was 75.16, this was above KKM (achievement the minimum completion score), with 27 students had score above KKM, while 5 others were still

lower than KKM. In term of grammar, included the expression on how to ask , and answer about occupation and comment to the statements yielded 22 students were above KKM and 10 students were lower than KKM, with the average score was 71.72. This average score was lower than KKM. Meanwhile, in term of content, included the choice of model of conversation, the average score was 72.97, with

19 students got higher score than KKM and 13 students were lower, then about the fluency, the result was good enough. The average score was 72.81, with 18 students got higher score than KKM and 14 students got lower.

The observer also gave the data about students' motivation and activities over all activities during teaching learning process as shown below

OBSERVATION SHEET
STUDENTS' MOTIVATION AND ACTIVITIES TO FOLLOW THE LESSON
 TOPIC : Dialogue about Occupation
 Comparison between Pre Cycle and Cycle 1
 7th A graders of JHS 6 Tegal

No	(%)Percentage Students activities	Students' motivation description				
		(1)Enthusiasm	(2)Cooperation	(3)Preparation	(4)Competeition	(5)Curiosity
	pre cycle	24.38	37.5	30.63	24.38	54.36
	cycle 1	60	50	51.87	47.5	54.38
	deviation	-35.62	-12.5	-21.24	-23.12	-0.02

Note :

1 Students' enthusiasim to follow the lesson , indicated with the activities :

- * active in giving response to the teacher
- * expressing idea by pronouncing words
- * paying attention to both teachers' explanation and other students' talk

2 Students cooperate with other students to practice speaking and pronunciation

3 Students make a note as the preparation before speaking

4 Students compete with other students to response, and give comment

5 Students actively repeat words pronounced by the teacher correctly

<i>Criteria of Score</i>	<i>The description of Percentage</i>	
1 = Less active	0-25	: Less active
2 = Fair	26-50	: Fair
3 = Active	51-75	: Active
4 = Quite active	76-100	: Quite active

Tegal, May, 2013
 Collaborator

Komarudin, S.Pd

The comparison data above indicated that there was significant increase in students' motivation during their activities to follow actively in Teaching Learning process of speaking about occupation. It was noted down that the percentage of students enthusiasm to follow the lesson which was indicated by their activities in giving response to the teacher, expressing idea by pronouncing words and their attention to both teacher's explanation and other students' talk increased from 24.38 % to 60 %. While in term of their activities to note down everything useful during teaching learning process can be used in practicing speaking like making note down teacher's explanation and asking the teacher about something difficult also increased from 37.63 % to 50 %. There was also the increase from 30.63 % to 51.87 in term of

their activities to compete with other students to practice speaking such as: raising hand, giving comment and asking chance to correct other students answer or giving other answers. The students also became more active and serious by paying attention and repeating actively to what the teacher pronounced or what they heard from the clips. The percentage increased from 54.36 % to 54.38 %. This data proved that by carrying cycle 1 with varieties activities included by applying game Card Tournament, there was improvement in students' motivation to speak.

The writer carried out the cycle 2 because thee were still problems faced by the students during the learning process of speaking. The following data indicated the increased of students' motivation after doing the 2nd cycle. Students had to make a conversation dealing

with occupation by acting as a reporter or journalist who interviewed some one about his/her job. The fluency, pronunciation, grammar and variety in using expression

(content) were some of the indicators. From this activity, the writer and the collaborator got the data like the illustration below:

COMPARATIVE SCORE LIST OF STUDENTS' COMPETENCE OF SPEAKING
Topic : Dialogue about Occupation
Pre Cycle, Cycle 1, Cycle 2
7 A Graders JHS 6 Tegal

The comparison of students score higher than KKM (72)

No	Cycle	Competence of Speaking			
		Pronunciation	Grammar	Flency	Content
	Pre Cycle	11	10	9	9
	Cycle 1	27	22	18	19
	Cycle 2	30	30	28	30

1. Pronunciation

2. Grammar

From the table above the writer concluded that the result was excellent because there was significant improvement of students' speaking skill. Students' pronunciation skill increased from 11 students who got higher than KKM to 27 students in cycle 1, and 30 students in cycle 2. The increased also happened in term of grammar which showed the increase from 10 students got higher score than KKM in pre cycle became 22 students in cycle 1, and in cycle 2 the number increased to 30 students. Students' fluency of speaking gave greater increase from 9 students who got score higher than KKM to 18 students in cycle 1 and 28 students in cycle 2. Dealing with content, students showed the increase from 9 students got score higher than KKM in pre cycle to 19 students in cycle 1 and 30 students in cycle 2.

All of these data could be achieved because Students felt motivated to speak because of the multi media used by the writer in the teaching learning process like video clips, pictures, and Game Card.

CONCLUSIONS

The main problem faced by the students of 7A graders of Junior High School 6 Tegal during teaching learning process of speaking was their low motivation to speak due to students'

low competence of pronunciation, vocabulary' s competence and grammar competence

One way to solve the problem was by implementing Game Card Tournament during teaching learning process of speaking. Students became more interested and attracted when they were asked to play game card tournament. In this occasion students not only practiced pronunciation but also mastered vocabularies dealing with occupation and expressions used to talk about occupations.

Game Card tournament was a stimulant power which motivated students to speak. The final task given to the students to practice dialogue about occupation ran well. They performed dialogue based on certain situation. They were able to use appropriate and acceptable expressions to interview other students about occupations. As a result, they had improvement in all aspect, pronunciation, grammar, fluency and content.

In line with the research findings, the suggestions are addressed to the teachers and students of English, and future researchers. For the English teachers, it is recommended that they use Game Card Tournament and series of pictures to improve the students' motivation of speaking.

The students are recommended that they should have high self confident to speak such as by repeating native speakers from the

clips, memorizing vocabularies while they are playing game card tournament, and trying to practice dialogue with other students in group based on the pictures using expression they have learnt before. They are also recommended to put aside the feeling of anxiety, weakness, and disability to speak but actively involve in group discussion, playing Game Card Tournament, by speaking about occupation they have learnt.

The other researchers are invited to conduct further research based on the findings of this study to develop better strategies in the teaching learning of speaking.

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