Improving The Speaking Ability By Using Story Games Technique

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A R T I C L E   I N F O

A B S T R A C T

At the university Ibrahimy Sukorejo, the researcher found that many students still get difficulty learning speaking skills in class, especially in the first semester. The lecturer had already done so much direct research but still didn't find a perfect way in solving the problem for the student. This research was taken at Ibrahimy University Sukorejo and used the Class action research (CAR) Method. To collect the data, the researcher used the value of the test. the researcher directly got in touch with students. The researcher gave the pre-test and post-test to know the student's speaking ability. The test is taken from an oral test because it measures speaking ability. As shown in the research of the fourth meeting the student's assessments showed that the student's speaking proficiency progressed. Many students, who were at level 2 in the previous meeting, could reach level 3 in the last cycle. The amounts were 21 students. The rest were 9 students at level 3+.

1. Introduction

Language is an important aspect of human life, used to communicate with others. Language also plays an important role in students' intellectual, social, and emotional development. Therefore, learning languages is essential to help students to express their ideas, feelings, social interactions, and analyse students' imagination skills (Hasanah, 2019). By using language, we can communicate with each other without a problem. But the problem is when we learn a language, most of the countries in the world have their language. And we must learn it so that we can communicate. (Hadiyansah, 2020). (Gonçalves, Agostinho dos Santos, Jose Antonio Sarmento, 2019) cited Martins (1987) stated that language is the most difficult area for the beginning students which is full of difficult questions technical arguments and jargon. It can conclude that the early student must be started from the beginning and would find much difficulty in practising their foreign language because their environment does not support it.

Indonesia is aware of how important the English language is for their society. So the government put an English subject at every level of the school(Yolanda & Hadi, 2019)

(Pelenkahu, 2017) English is still a compulsory subject in Indonesia this day. This is certainly less effective because English is a global means of communication that bridges the process of social relations. (Dewi et al., 2016) The student is often afraid of making mistakes and feeling ashamed in front of their classmates. And most of them would respond in short phrases because of being unconfident or because they are too shy to speak out in front of their friends. It is worst than the Teacher in Indonesia who would teach their class by the traditional method in which the teacher is the centre of the class that will explain all of the material in front of the class.

(Muslem et al., 2018)(Gonçalves, Agostinho dos Santos, Jose Antonio Sarmento, 2019) stated that it can be seen that we succeed in learning a foreign language from our speaking ability. Speaking is a productive skill that cannot be separated from other skills. When we speak, we produce the text and it should be meaningful. Like when we have communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. (Bhima, 2019) it also said (Yolanda & Hadi, 2019) that Speaking is the skill that must be learned by students when they learn English. With speaking ability, they would express their ideas through communicating with others.

Teaching speaking is the most crucial in teaching English for the student because it is fundamental for communication with others. (Gonçalves, Agostinho dos Santos, Jose Antonio Sarmento, 2019)In teaching speaking, the teacher must create a situation that can encourage the student to speak. Many kinds of techniques can be used by the teacher in teaching speaking, the teacher can use many types of techniques that can provide a lot of convenience in the field of speaking for students (Yolanda & Hadi, 2019) and the ability in speaking in a foreign language is really hard to learn if it must be expert of it because a language used in many purposes and every purpose have their expert on it. (Hasanah, 2019) in the class, the student would often ask to repeat what the teacher said. it is because they have limited time to practice whether they have to listen to the native or speak them though with their friend in the English language. (hayatun fauza, 2018)

At the university Ibrahimy Sukorejo, the researcher found that many students still get difficulty learning speaking skills in class, especially in the first semester. The teacher had already done so much direct research but still didn't find a perfect way in solving the problem for the student. So that the researcher asks the teacher to let him try the story games in solving their problem.

2. Methods

This research was taken at Ibrahimy University Sukorejo. The research was conducted in 2022. The study is focused on improving speaking ability through story games. This research used the Class Action Research method. it uses a cycle process that is adapted from the model in which (Koshy, 2005) this CAR model figure is a cycle consisting of four-step; planning, implementation, observation, and reflection. The cycle will continue until when the criteria was reached. To collect the data, the researcher used the value of the test. the researcher directly got in touch with students. The researcher gave the pre-test and post-test to know the student's speaking ability. The test is taken as an oral test. The researcher will continue to give the test until it reached some criteria. so, the data will be taken in every value in each cycle.

Table 1

Action	Description
1. Provide Story games	Teachers provide an example of Story games as a reference for students to understand easily.
2. Play the game in a group	Students will play in groups to discuss and answer the question
3. Improve the level of the game	Once students have finished the question, the teacher will continue to give the next topic or level in the game.
4. Determined the topic	the topic needs to be determined. While the selected topic must be appropriated by every student.
5. Discuss their work	Teachers give students time to consult their work.
6. Apply to the class	Apply story games in front of the class.

Data were through direct observation for the four meetings during the research. The researcher kept what was going on during students' playing of the games and implementation of story games. Then, the researcher created treatments and the appropriate treatments were applied at the next meeting. In this case, the researcher repeated the activities four times. Meanwhile, in scoring the student's speaking ability, the researcher carried out four treatment cycles in which an assessment was done each cycle.

The researcher analyzed the data obtained from the four meetings by using a descriptive qualitative manner. It was categorized as descriptive qualitative since this research was aimed at describing and explaining in detail the phenomena of the utterances performed by the main character. She will describe the data to give information on story games as a technique to increase the speaking ability of elementary school students. The data were analyzed based on the notes and observation checklist. Then, the researcher presented the result of four-time measurements of the student's speaking ability from the Foreign Service Institute (FSI) (Geisel 2013) rating procedure

Table. 2

Total Score	FSI Level
16 – 25	0 +
26 – 32	1
33 – 42	1 +
43 – 52	2
53 – 62	2 +
63 – 72	3
73 – 82	3 +
83 – 92	4
93 – 99	4 +

Table.3

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluently	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

Research on analytical results is written, analytical approach to the study by speaking into the descriptive aspects or specific categories to be more objective in the assessment. Analysis of the elements of speaking is the (accent), (grammar), (vocabulary), (fluently), and (comprehension). For practical purposes to determine the weight or size of servings for each element given the same weight based on the level of importance of each element in descriptive speaking. Thus, the more important elements are weighted higher. Based on these individual elements are given descriptively speaking a maximum score of 100.

3. Result

From the research of the first to the fourth cycle, the researcher found several things that could be noted down. The problem aroused and the phenomena during the teaching and learning would be specified in the discussion. But the curriculum was considered the first explanation. Conducting the 2004 curriculum, the students are expected to be achieved in four stages of the teaching and learning activities, especially in the joint construction and independent construction. Join construction requires the ability in mastering English and the motivation to work together with their friends in a pair or group. Related to the implementation of the story game, the stage that was used joined construction. The processes of the game activity in join construction were explained in each cycle.

In the first cycle, the topic was playing a Kite. On the observation checklist, this topic was considered interesting and was related to the student's daily life. But it did not mean that the activity run smoothly. Some of the students were passive and there were just several students who were active. The passive students did not talk at all except to receive their friend's opinions. From those students who were active, the researcher followed up on the teacher's questions and handed them over it to the passive students. Thus, all students were included in this activity. Haley (2004:224) suggested that opportunities in the classroom need to be created to promote oral fluency where learners can gradually manage more complex oral games. Meanwhile, the difficulties of grammar construction, vocabulary mastery, and pronunciation of words played the main problem for the students. The other reason why this game did not run smoothly was the students did not aware of the objective of this game. The rules could not be understood. But, it had been improved by the researcher from the next meeting until the last meeting.

In the second cycle, the games run smoothly because the student started to follow the rhythm of this game. But it did not make the mistakes decrease. Instead of the grammar mistake, the teacher could tolerate it because it was cited in the previous chapter that self-esteem to speak is the main priority. The other important thing was the participation of the students in their group. The pronunciation errors and the limited vocabulary were still found.

In addition, many students were copying their friends' sentences. For example; *I like it because it is very interesting*. It seemed no variation in the student's speech. The uses of time sequence looked more varied than in the previous meeting. The example is; *long ago, soon, one day, after some days,* etc. at the first meeting, those times sequences were limited to; first, *then, next,* etc.

In the third cycle, there was a significant improvement in both ability and bravery of expressing their ideas. They could control the grammar construction well. The researcher found they could utter a better complex sentence at this time than at the previous meetings. The problems were raised when they made some noise. The students did not listen to the other group so the teacher had to ask questions and answered the other group who did not pay attention to their friend's opinions.

In the last cycle, there was also an improvement made. They seemed enthusiastic to share their experiences. The technique also made the students listen and interact with the other group. It became alive. Their utterances seemed out of the context, but it would not make the teacher limit their speaking. The teacher just guided the activity, so that the communication did not break down and the whole class developed a positive and participatory atmosphere.

a. The result of the Student's Speaking Proficiency

To answer the question of how the student's speaking proficiency progressed, the researcher did apply story games to the student's daily performance by using the FSI rating procedure. The researcher attempted to examine the student's speaking proficiency in every cycle starting from the first up to the fourth cycle. The measurements contain components elaborated from the student's speaking proficiency, including their accent, grammar, vocabulary, fluency, and comprehension. Each component has a weighting point from 1-6 (from the lowest to the highest). Furthermore, the scores will be listed on the weighting table to obtain the total score of each student.

Table. 4 Conversion

No	Scores	Number of Students	FSI Level
I	33 – 42	4	1+
	43 – 52	26	2
II	33 – 42	2	1+
	43 – 52	12	2
	53 – 62	16	2+
III	53 – 62	10	2+
	63 – 72	20	3
IV	63 – 72	21	3
	73 – 82	9	3+

Based on the result of measurements obtained using the FSI procedure, at the first meeting 4 students obtained scores of 33 up to 42, meaning the students were at level 1+. Moreover, 26 students got scores from 43 up to 50. The students were at level 2. It means that the students were able to ask and answer questions on topics that were familiar to them.

In the second cycle, 2 students got scores of 33 – 42 at level 1+, 12 students got scores from 43 – 52 and 16 students got scores of 53 – 62. the students were at levels 2 and 2+, 12 students reached level 2, and 16 students were at level 2+.

In the third cycle, there were not any students who were at 1+ level anymore. 20 students who achieved levels 2 and 2+ increased their scores up to level 3, and those who were still on level 2+ were 10 students.

In the last cycle, there was significant progress toward their speaking ability, since most of the student's scores were higher than those in the previous one. 9 students got scores around 64 up to 73 on level 3, meanwhile, the other 21 students got varied scores from 74 up to 83 or in the level 3+. This means that all students can speak the language with sufficient structural accuracy and vocabulary to participate actively, in most formal and informal conversations on practical, social and professional topics.

b. Discussion of The Result of Speaking Proficiency

To know the progress of the student's speaking ability in each element of speaking from the first cycle to the fourth cycle, here are the resume of those progress in form of level;

Table. 5 The Level of Elements of Speaking in Four Cycles

Elements of Speaking																			
Accent				Fluency				Comprehension				Vocabulary				Grammar			
1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
2	3	4	4	2	3	4	4	1	4	4	4	1	3	4	4	2	4	4	5
2	3	4	4	3	3	4	5	2	3	4	5	2	3	4	4	2	4	4	4
2	2	3	4	3	3	4	4	2	3	4	4	3	3	4	4	2	2	4	5
2	3	4	4	3	3	3	5	2	2	4	5	3	2	4	4	1	2	4	4
3	2	3	4	3	3	4	4	3	1	4	4	3	3	3	4	1	2	3	4
2	3	4	3	3	3	3	4	3	3	4	4	3	3	4	3	3	2	4	5
2	3	4	4	4	3	4	4	3	4	4	4	3	4	4	4	3	3	4	5
3	3	4	4	3	3	4	5	3	4	4	5	3	4	4	4	3	3	4	4
3	3	4	4	2	4	3	4	3	4	4	4	3	3	4	4	3	3	4	4
3	3	3	4	2	3	4	4	3	4	4	4	3	3	3	4	3	2	3	4
2	3	3	5	3	3	4	5	3	4	3	4	3	3	3	5	3	4	3	4
3	3	4	4	3	3	3	4	3	3	4	4	3	3	4	4	3	2	4	4
3	2	4	5	3	3	4	5	3	3	4	4	3	3	4	5	2	2	4	4
3	3	4	4	3	3	4	4	3	3	4	4	3	3	4	4	2	2	4	4
2	3	3	5	3	3	4	5	3	3	4	4	3	3	4	5	3	4	4	4
3	3	3	4	3	3	4	4	3	4	4	4	3	3	3	4	3	3	3	5
3	3	4	3	3	3	4	4	4	3	4	4	2	3	4	5	3	2	4	5
3	2	3	4	3	3	4	4	3	3	4	4	3	3	4	4	3	2	4	4
3	3	3	4	3	3	4	4	3	3	4	4	3	3	3	4	2	2	3	4
3	3	3	4	3	4	4	5	3	4	3	5	3	3	3	4	2	4	3	5
2	2	3	4	3	4	4	5	3	3	4	5	3	3	3	4	3	2	3	5
3	3	3	3	3	4	4	4	4	4	3	4	3	3	3	4	2	4	3	4
3	2	3	4	3	3	4	4	3	3	4	4	3	3	4	4	2	2	4	5
3	3	4	4	4	4	4	5	3	3	4	5	2	3	4	4	2	4	4	5
3	4	4	4	3	4	4	4	3	3	4	4	3	3	4	4	3	4	4	5
3	2	4	4	3	3	3	5	4	3	4	5	3	3	4	4	2	4	4	5
3	2	3	3	3	3	3	4	3	3	4	4	3	3	3	3	2	2	3	5
3	3	4	4	4	3	3	4	3	3	4	4	2	4	4	4	3	3	4	4
3	3	4	4	3	4	4	4	3	4	4	4	3	4	4	4	3	3	4	4
3	3	3	4	3	3	4	4	4	3	4	4	3	4	3	4	2	3	3	4

Based on the table above, there were some improvements in the five elements of speaking ability from the first cycle until the fourth cycle. In accent, at the first cycle, most of the

students were at rating 3, which means foreign accent requires concentrated listening and mispronunciations lead to misunderstanding and apparent errors in grammar or vocabulary. In the last meeting, the students could achieve a rating of 4 which means the students marked foreign accents and occasional mispronunciation which do not interfere with understanding.

In fluency, the marks of some students were 6 because the students were in 3 rating at the first cycle. It means that the student's speech is frequently hesitant and jerky; sentences may be left uncompleted. In the last cycle, the students could achieve a rating of 5 which means their speech is effortless and smooth, but perceptibly non-native in speed and evenness.

In comprehension at the first cycle, the scores were varied. The rating 3 dominated them, which means they understand careful, somewhat simplified speech directed to the teacher with considerable repetition and rephrasing. For comparison, in the fourth cycle, some of them were able at rating 5 which means the students understand everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

In the first cycle, the vocabulary of students was sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional a social topic or the student's vocabulary reached a rating 3 students. While at the fourth meeting their vocabulary was adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions or the student's vocabulary at the last meeting could reach a rating of 5.

In grammar, in the first cycle, the students got ratings 1, 2, and 3, which is different from the fourth cycle, the students were able at rating 4 and 5 means their grammar has few errors with no pattern of failure. This happened because the researcher corrects their mistakes at the end of the session. It was obvious that they seem paid attention to their sentences.

Those explanations above, show that the students made some improvements in those aspects when the students played the story games.

4. Conclusion

Based on the analysis and discussion, the researcher concludes that story games can facilitate elementary school students in the fourth grade to improve their speaking ability. The student's competence in components of speaking has been increasing gradually following the games played by the students. The students can become more involved with the activity presented in a game. The technique also makes the students cooperate with their classmates. As shown in the research of the fourth meeting the student's assessments showed that the student's speaking proficiency progressed. Many students, who were at level 2 in the previous meeting, could reach level 3 in the last cycle. The amounts were 21 students. The rest were 9 students at level 3+.

There are many aspects of this research that need to improve one of them is the variable in the research. The researcher only used a limited variable because of time and condition, so the next research could use more variables to make this research more reliable.

As a human the researcher already try his best to do this research so, it should be understandable the mistake that the researcher made. This research was also done in the pandemic era, so it may have a different result if the research in the normal era.

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