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### THE USE OF ENCANTADO GAME TO DEVELOP STUDENTS' SPEAKING SKILLS AT MTS SWASTA INSAN CITA

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#### ABSTRACT

The objective of the research was expected to describe the use of Encantado Game in developing students' speaking skills. The subject of the research were the seventh grade students of MTs Swasta Insan Cita in 2020/2021 academic year. The seventh grade students of MTs Swasta Insan Cita consisted of 38 students. This research applied by Classroom Action Research. The data of the research were qualitative data and quantitative data. The quantitative data were taken from the test (in the form of Pre-Test, Post test 1 and Post test 2) which given in the end of of every cycle. While qualitative data were taken from Interview, Observation sheet, and dairy notes. The objective of the research was to describe the use of encantado game in developing students speaking skills of the seventh grade students of MTs Swasta Insan Cita Medan in academic year 2020/2021. The showed that encantado games can developed students' speaking skills of the seventh grade. It can be seen from the results of Pre-test, Post Test I and Post Test II. In Pre-test the result showed that the mean score of students speaking skills was 61,07 (the precentage was 29 %, and 11 students who got successful), and Post test I can be seen that mean score of students speaking skills was 70,26 (the precentage was 50%, and 19 students who got successful), And the result of Post test II can be seen that mean score of students speaking skills was 70,84 (there was the precentage was 74 % and 28 students who got successful). And then the total number of seventh grade students of MTs Swasta Insan Cita was 38 students. In conclusion, students speaking skills was developed from Pre-test until Post Test II. Than it can indicates that using encantado game can develop students speaking skills.

**Keywords: Skills, Encantado Game, Speaking, Develop, Classroom Action Research**

## INTRODUCTION

One of the language skill that must be mastered by students is speaking skill. Grauberg state that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable students to speak or communicate in the target language. Harmer also mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking is needed to grasp the fact, convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

However, many students of Junior High School still face some problems dealing with speaking English. They have difficulties in producing appropriate English utterances and lack self confidence to speak English. When researcher do mini research in MTs Swasta Insan Cita researcher found that there were some problems in teaching and learning process especially related to the students' speaking skills. Most of students feel difficult to get engaged in speaking activity effectively. Besides, the teaching learning process was mostly done by imitation and repetition technique by the teacher and only a textbook which was used for the learning source. It might make the students get bored and lost attention easily.

Teacher should use interested strategies or may make a game that related to teaching and learning materials in the classroom. When researcher do research in school, researcher found that many students used their hands to prop up their heads while looking utterly bored in the classroom and only a few students were participating regularly in teaching and learning process and those same a few students were the only ones who really knew what they were doing in the classroom. Teacher teaching speaking without asking students to speak up one by one and teacher used the old and ordinary teaching strategies which make the students feel bored in the classroom while teaching and learning process.

The teacher must be able to improve students' speaking skill by creating the situations that can encourage and motivate the students to learn and speak. The teacher is expected to have interesting teaching techniques to provide students with appropriate teaching materials and to create positive classroom environment. Rahman states that to develop the students' speaking skill, the teaching and learning should be more effective and it is important to the teachers to design the lessons according to the learners' age group and competency level and

also in a way that makes the students motivated to learn and speak. The teacher should give more attention to the learners' interest, motivation, level of proficiency and learning preferences and design the tasks properly. It is not easy to hold the students attention and interest of the beginner level learners and that's why the teacher should take some ways of teaching which can facilitate them to the better and effective learning.

Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. There are so many games to increase students ability in speaking. Such as Talking Stick, Who Am I, Guessing Game, Role Playing, and Encantado Game.

In teaching speaking teacher should give opportunity for students to speak up in the classroom. one of the technique that can be used is a game. Games can give the positive effect to the students interest and motivation in studying english as well as to develop their speaking skill. One of the games is Encantado Game. Talak-Kiryk suggest one communication games called Encantado Game. Hopefully by modifying this game and

In this study, the researcher interested with Encantado Game to develop students' ability in speaking. Encantado Game is one model of communicative game. Based on the origin he said that Encantado Game is a game that obligated students to speak up actively among themselves. Encantado Game is an appropriate Game to teach speaking, here the students will get the explanation about using expression from teacher before they do practice using that's expression in the classroom by using Encantado Game. So the statement above can conclude that students'

## **LITERATURE REVIEW**

Speaking is one of language skills that plays an important role in learning a language. According to Sanggam speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.<sup>1</sup> Applied in the classroom can motivated the students to communicate orally among themselves. Then, *Encantado* game will help the students to be able to use and practice the target language in a fun way and joyful and also it is a potential activity to give a chance to the student to express their feelings free. prior

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<sup>1</sup> Sanggam Siahaan. (2008). *The English Paragraph*. Yogyakarta: Graha Ilmu.

of knowledge of pronunciation and brainstorming idea which needed in speaking process, if the students have good prior knowledge of pronunciation and brainstorming idea, the students will be easy to speak in front of the class. Based on the background above, the researcher make a title of “The Use of Encantado Game To Improve Students’ Speaking Skills At Seventh Grade of MTs Swasta Insan Cita”.

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans were good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking. Allah SWT teaches us to speak warmly to anyone. This is explained in the Q.S. Ta-Ha: 44.

According to Talak-Kiryk Games are fun activities that promote interaction, problem solving strategies, learning, and thinking. Often, games have an aspect that can permits the players to produce information in a short time period. Some games required the players to engage in a physical activity and complete a mental challenge.<sup>2</sup>

According to Martinson and Chu Games are effective tools for learning because they offer students a hypothetical environment in which they can explore and practicing to speaking english in front of the class because encantado game is delighted game or pleased game that can used in teaching and learning process in the classroom. This game encourages the students to speak English in the classroom, to cooperate and interact with their friends in learning process and also give opportunities for the students to practice their speaking ability.

## RESEARCH METHODOLOGY

The design of this research is Classroom Action Research (CAR). Ari said alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to complete a goal. Playing games teaches us how to make strategy, to consider alternatives, and to think flexibly.<sup>3</sup>

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<sup>2</sup> Amy Talak Kiryk. (2010). *Using Games in a Foreign Language Classroom*. M.A TESOL Collection : SIT Graduate Insitute. p. 484

<sup>3</sup> Martinson, Barbara, and Sauman Chu. (2008). *Impact of Learning Style on Achievement When Using Course Content*

Encantado game is one of the communicative games that can be used in English teaching and learning process in the classroom especially in students' speaking skills. Encantado itself is a word that's come from Spanish language. Encantado means is delight or pleasure. In conclusion of encantado game according to the researcher is by using encantado game hopefully can make students interested in learning english that sample is a small part of a population.

In this study, the research sample was a class consisting of 40 students. The research location was at MTS Insan Cita in the academic years of 2020/2021. That school located on Alfalah street No. 6 Glugur Darat II kec. East Medan Kota Medan, North Sumatera 20238.

According to Kemmis and Taggart, classroom action research has four stages, they are planning, acting, observing, and reflecting. The 4 stages are combined into one cycle. After that one cycle is carried out, researcher continue the second cycle which also consists of 4 stages. The point of difference between cycle 1 and cycle 2 the other cycles are on the topic and evaluation.

Furthermore, quantitative data is the data used to test the test before and after treatment or known as the pretest and posttest. The test test was made to compare the results of students' speaking ability in two conditions, namely the ability before the experiment and the ability after the experiment. Researchers will look for the average of each post test per cycle. The formulas that can be used are as follows.

$$\bar{X} = \frac{\sum X}{N}$$

N Where :

$\bar{X}$  = the mean of students score

$\sum X$  = the total score

N = the member of students<sup>4</sup>

Then, researchers used this formula.

$$P = \frac{R}{T} \times 100\%$$

Where :

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<sup>4</sup> Anas Sudijono. 2014. *Pengantar Statistik Pendidikan*. Jakarta :Raja Grafindo Persada. p. 81  
*Bright Vision: Journal Language and Education* Vol. 2 No. 2 2022

P = The percentage of students got score 70

R = The Percentage of students got score above 70

T = Total number of students who participate in the test<sup>5</sup>

## **FINDING AND DISCUSSION**

This research was conducted to find out the development of students speaking skills by using encantado game at seventh grade students of MTS Swasta Insan Cita. The research that has been done by the researcher indicated that encantado game could develop students speaking skills. It can be seen from the results of pre-test and post test. Researcher has written it in appendix 11.

The interpretation of the data result from Pre-test, Post test 1 and Post test 2. The mean score of students in pre-test was 61,07 with the class percentage is 29 %. The total number of students who passed test and got score up to 70 was 11 students. And the mean score of students in post test 1 was 70,26 with the class percentage is 50%. The total number of students who passed test and got score up to 70 was 19 students. The mean score of students in post test 2 was 70,84 with the class percentage was 74 %. The total number of students who passed test and got score up to 70 was 28 students.

Furthermore, the mean score in the post test 1 70,26 showed that there were improvement of students speaking skills than the previous test (Pre-test) that was 61,07. Meanwhile, from the result of test there were improvement of students speaking skill. For more detail can be seen on appendix 11. In post test 1 the total number of students was 20 students but it still need to improve because it was under the target. The target of success in classroom action research was 60 % from the class percentage. It was a reason why researcher continue to the second cycle.

Then next, the total mean score of the students in post test 2 is 70,84. It show that from post test 2. The total class percentage was 74% where it showed that there were 28 students who got successful or got score up to 70. From the total number of students was 40 students. And there were 10 students who got unsuccessful or got score under 70. Then finally,

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<sup>5</sup> Ibid. P. 43 students improvement score was 0,58 (70,84-70,26)

classroom action research was succeeded and the cycle also stopped. The use of encantado game could developed students speaking skills at the seventh grade students of MTs Swasta Insan Cita. skill was improved from first meeting until the last meeting of the research. It means that encantado game is suitable to used in teaching speaking at the seventh grade students. Because it will become fun and enjoyable.

As the conclusion of all chapter in this skripsi, could be interpreted that this research has answer the problem of the research and proved that students' speaking skills was better taught by using encantado game, especially for the seventh grade students of MTs Swasta Insan Cita.

## **CONCLUSION AND SUGGESTION**

### **A. CONCLUSION**

After CAR was applied for students of junior high school. we can took conclusion that the use of Encantado Game could develop students' speaking skill of MTs Swasta Insan Cita at the seventh grade in academic year 2020/2021. In analyzing the data of the students speaking skill using encantado game, the researcher calculated students pre-test and post test. There were improvement on students' speaking skills. The total mean of students was : in pre-test (61,07), in post test 1 (70,26) and post test 2 (70,84). In other words the students speaking.

### **B. SUGGESTION**

suggestions was given by the researcher for head and master of MTs Swasta Insan Cita, english teacher, researcher and other researcher.

1. For head and master to encourage the teacher applied Encantado Game in teaching and learning english process.
2. For teacher it is useful to teacher to use encantado game as another strategies in teaching english for students especially teaching speaking english.
3. Researcher should develop students' speaking skills through encantado game. It can be seen from students improvement in speaking skills after applying this game.
4. For other researcher can make it useful as an additional and become reference whenconducting the research that related to this research.

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