

ENHANCING STUDENTS' SPEAKING SKILLS THROUGH CHARADES APPLICATION

Debora Ida Rahmawati ¹, Wiyaka ², Arso Setiaji ³

¹Universitas PGRI Semarang, Indonesia

²Universitas PGRI Semarang, Indonesia

³Universitas PGRI Semarang, Indonesia

*deboraida30@gmail.com

wiyaka@upgris.ac.id

arsosetyaji@upgris.ac.id

Abstract

This research conducted the use of Charades Application to enhancing students' speaking skills. The purpose of the research were 1) to find out the speaking skills of students who were taught without using Charades Application. 2) to find out the speaking skills of students who were taught using Charades Application. 3) to find out the significant difference in the speaking skills of the students between students who were taught without using Charades Application and students who were taught using Charades Application". The researcher conducted quantitative research, the design of this research was quasi-experimental design with a pre-test post-test control group design. This research involves 64 students at eighth-grade students of SMP Negeri 3 Mranggen consisting of experimental class and control class. The instrument of this research is a speaking test, to collect the data before and after treatment, the researcher using pre-test and post-test. The data were analyzed through independent sample t-test to testing the hypothesis. After the data analysis, the mean score of pre-test was 54.38, And the mean score of post-test was 81.00. The result of independent sample t-test in control class and experimental class, it showed that t-test result was 9.799, df was 62, and p-value or (Sig) 2-tailed was 0.000 which was not greater than 0.05 level of significant. It means, Charades Application as teaching media had significantly greater contribution to the students' integrated performance in speaking skills.

Keywords: Speaking Skills, Teaching of Media, Charades Application

a. Introduction

Language is a communication system used by humans to interact, exchange information, and convey ideas and feelings between one another. Language can be spoken or written, and can vary from one region or community to another.

Language is divided into 3 skills namely speaking, writing, reading, and listening because these three skills are how we use language to communicate. Speaking is the skill of using language orally. When we speak, we make sounds and words to convey messages to others. The ability to speak well is very important in everyday life, especially in social situations.

Speaking is considered one of the four fundamental language skills alongside listening, reading, and writing. These four skills are the main focus in language education, particularly in the field of teaching English as a second language. According to (Uzer, 2017), speaking is crucial in order to express our thoughts, ideas, and emotions effectively. However, mastering the skill of speaking requires practice, patience, and dedication. It is not uncommon for language learners to struggle with pronunciation, grammar, and vocabulary, which can hinder their ability to speak confidently and coherently. Therefore, language teachers often incorporate various speaking activities and exercises into their lesson plans to help students improve their speaking skills. According to (H. D. Brown, 2004), there are five components in measuring speaking skill, there are grammar, fluency, vocabulary, pronunciation, and comprehension.

b. Literature Review

Grammar

Grammar is a description of the language system; it demonstrates how humans arrange words in sentences, combine them, and modify the structure of words to modify their meaning. According to (Yule, 2014), grammar is a system of rules that regulate the structure of sentences in a language used to construct meaning.

Vocabulary

According to (Thornbury, 2005), vocabulary in speaking is the vocabulary that is owned by a speaker and is used to express ideas and thoughts in spoken language. Vocabulary is a list of words with meaning that is known by person and used in language. The speaker can have a good conversation when he/she has a lot of vocabularies

Pronunciation

According to (H. D. Brown, 2014), pronunciation is the way a person pronounces a word or phrase in a certain language. Pronunciation is a collection of sound-producing behaviours. When a sound is uttered incorrectly, the habit of making it is established by repeating it again and over.

Fluency

Fluency may be described as the ability to speak accurately. According to (Skehan, 1998), fluency is a person's ability to speak fluently and without interruption by minimizing deadlocks or pauses in speech. The students that fluently in speaking they are able to speak without pause and repetition.

Comprehension

According to (G. Brown & Yule, 1983), comprehension is a person's ability to understand the message or meaning conveyed by the interlocutor in the target language. Comprehension in speaking is very important in the success of verbal communication, because without sufficient understanding, a person will not be able to provide an appropriate response or can even cause misunderstandings in conversation.

In Indonesia, the aim of English education is to foster balanced development in communication skills encompassing listening, speaking, reading, and writing. Consequently, educators should assign speaking tasks to students and facilitate opportunities for them to engage in communication using the language being learned. Harmer (2000) outlines three fundamental reasons supporting the practice of assigning speaking tasks to students, encouraging them to utilize language in various contexts.

Rehearsal

Encouraging students to engage in open discussions allows them to practice conducting conversations beyond the classroom setting. The teacher encourages students to practice outside of class to assess how their speaking abilities can be enhanced, providing a platform for them to develop their oral communication skills.

Feedback

Speaking tasks prompt students to utilize their language skills to provide feedback to both their peers and the teacher. Through such tasks, teachers can gauge students' proficiency levels and identify any linguistic hurdles they may encounter. Similarly, students can assess their own speaking abilities, identifying areas for improvement and boosting their confidence and satisfaction. With appropriate guidance from the teacher, students can be motivated to further enhance their speaking skills.

Engagement

Effective speaking activities can be highly engaging, motivating all students to participate actively. When teachers appropriately structure the activity and provide constructive feedback, students derive immense enjoyment from participating. Various speaking activities, such as role-playing, discussions, and problem-solving, inherently foster a sense of joy and engagement among students. In Indonesia, many students face difficulties in developing their speaking ability, particularly in English. (Haidara, 2016), argue that the main reasons for this are the students' insecurity and lack of confidence when speaking English. They are afraid of making mistakes, feel shy and hesitant, and lack confidence when speaking in front of their people and teachers. Furthermore, some students struggle with speaking English because they have not yet mastered the necessary vocabulary and struggle with pronunciation. In many schools, English is not commonly used as a medium of communication, and students may not have access to English-speaking environments outside of school. All of these factors can cause students to lose their motivation and self-confidence when it comes to speaking English, which can further impede their progress in language learning. To overcome these challenges, language teachers can design effective learning strategies and create a supportive learning environment that encourages students to practice and improve their speaking skills.

English teachers need to improve their media in teaching speaking. In this study, the researchers will focus their research on improving students' speaking skills using the charades application game media. A charades game is one that involves one student acting out a word or phrase while another student tries to guess it. This game can help students practice their speaking skills by requiring them to use descriptive language to convey their messages. This activity will allow students to practice their speaking skills by giving them the opportunity to describe words

or phrases and communicate effectively with their group members. To make this activity more challenging, the teacher can also give students more complex words or phrases. teachers can provide feedback to students on their performance, pointing out areas for improvement and praising their strengths. Overall, the use of Charades application game media is an interesting and interactive way to improve students' speaking skills. In this research the researcher will use the Charades application in describing Animals material in 8th grade junior high school. The game will start by dividing students into several groups where each group consists of 4 players, where 3 players give clues by describing the animals in the Charades application, then 1 player guesses what the animal's name is. Thus, the Charades application can be integrated with speaking learning media to improve speaking skills and expand students' vocabulary in an interactive and fun way.

c. Method

This research used a quantitative experimental model. According to Creswell (2014) "Quantitative research uses a scientific approach and relies on numerical data collection, statistical analysis, and hypothesis testing to answer research questions". In this research, the researcher used quasi-experimental design to analyze the "Improving Speaking Skills Through the Charades Application" as way to improve students' speaking skills. The researcher used pre-test and post-test to do experiment research. The design of the experiment research was follows:

Table 1. Pre-test Post-test Control Group Design

O ₁	X	O ₂
O ₃	-	O ₄

From the table above, O₁ is the pre-test for experimental class, the O₂ is the post-test for experimental class, and treatment (X), pre-test for the control class (O₃), and post-test for the control class (O₄). The researcher divided the research object into two class, experimental class who was given treatment, and the control class without treatment. From the definition above, the researcher will collect and analzed the data stastically from students' scores of variables to find out the significant difference in the speaking skills between students' when they taught using Charades Application and students' when they taught without using Charades Application of the eighth-grade students SMP Negeri 3 Mranggen.

Population

The population is the sum of all elements, subjects, or members who have one or more characteristics from which the research subject is taken. The population of this study were all students of class VIII SMP N 3 Mranggen There are about 288 students divided into nine classes.

Sample

The sample can be interpreted as a part of the population in small group that the researcher wants to observe in order to make a conclusion about the target population (Creswell 2012). The sample is part of the population. From a total of 288 students, the researchers took samples from a population of 64 students. consists of 8A 32 students and 8B consisting of 32 students.

Instrument of the Research

In this research, the speaking test used to measure the students' speaking skills before and after being through Charades Application. There are 2 tests in this research. First, the pre-test was used to match trials. This is used to determine the ability of students before being given treatment. Second, post-test is used to find out how far students are formed after getting the treatment. The test consists of instruction for each the students have to describe orally in a speaking performance about of animal they like.

Method of Data Analysis

Scoring Students' Speaking Test

To collect the students' score of speaking skills at the eighth-grade students of SMP Negeri 3 Mranggen, the researcher scored used scoring system developed by Brown (2004: 172-173) to measure the students' achievement in the speaking test.

Table 2. Scoring System

Category	Points
Pronunciation	1-5
Grammar	1-5
Fluency	1-5
Vocabulary	1-5
Comprehension	1-5

In getting an individual score, the researcher divided the overall students' score from five aspects include pronunciation, grammar, fluency, and comprehension with the maximum score and multiplied them with 100, as follows:

$$\text{Students score} = \frac{\text{correct answer}}{\text{totalnumberofquestion}} \times 100$$

After receiving the students speaking score of the pre-test and post-test, the researcher classifying the students' scores using the following scales in Table 3.3.

Table 3. Scales of Scoring

NO	SCORE	CLASSIFICATION
1.	90-100	Excellent
2.	80-89	Very Good
3.	70-79	Fair
4.	60-69	Poor
5.	0-59	Fail

(Brown, 2004: 287–294)

Descriptive Statistics

Sugiyono (2013: 206) defines descriptive statistics as a method of evaluating data by presenting it as collected, without aiming for broad conclusions or generalizations. Descriptive analysis involves accumulating, presenting, and

condensing various data characteristics to provide an effective portrayal of the dataset. Absolute frequency distribution tables are employed to outline the percentage figures, mean, median, and standard deviation of the dataset. In order to accurately calculate the mean score, standard deviation, and perform t-tests, researchers utilize SPSS Version 21 for precise quantification.

Analysing the data using Independent Sample t-test

The independent sample t-test is employed to ascertain the extent of influence each independent variable exerts on the dependent variable, assessed at a significance level of $\alpha = 0.05$. This suggests that the probability of correct conclusions drawn stands at 95%, with a margin of error of 5%. If the probability value of t falls below 0.05, it indicates that the independent variable impacts the dependent variable (Ghozali 2018: 99).

The hypothesis test is utilized to determine whether the hypothesis is accepted or rejected. Acceptance of the hypothesis occurs when the significance level is below 0.05. By analyzing the data using SPSS, the researcher aims to ascertain whether there exists a significant different in the speaking skills of the students between students who were taught without using Charades Application and students who were taught using Charades Application.

d. Finding and Discussion

The research was conducted in eighth grade students' of SMP N 3 Mranggen in academic year 2023/2024, and the sample was 32 students that were taken from VIII-B as the control class, and 32 students that were taken from VIII-C as the experimental class. The researcher administered both pre-tests and post-tests to evaluate the students' speaking skills, comparing performances when taught with and without the Charades Application

Students Speaking Skills Who Were Taught Without Using Charades Application

The data was collected from the result of pre-test and post-test score of the students' speaking skills in control class when they are taught without using Charades Application in eighth grade students' class VIII-B of SMP N 3 Mranggen.

Table 4. The Percentage Distribution of the Students' Pre-Test in Control Class

Pre-Test			
Score	F	%	Categories
90-100	0	0	Excellent
80-89	0	0	Very Good
70-79	3	9.3%	Fair
60-69	5	15.6%	Poor
0-59	24	75%	Fail

Table 5. The Percentage Distribution of the Students' Post-test in Control Class

Post-Test			
-----------	--	--	--

Score	F	%	Categories
90-100	0	0	Excellent
80-89	3	3.1%	Very Good
70-79	11	6.2%	Fair
60-69	10	28.1%	Poor
0-59	10	62.5%	Fail

According to the result, in pre-test there was 24 (75%) students scored into fail classification, 5 (15,6%) students scored into poor classification, 3 (9,3%) students scored into fair classification, and none of students scored into very good and excellent classification. On the other hand, in the post-test, 20 (62,5%) students scored into fail classification, 9 (28,1%) students scored into poor classification, 2 (6,2%) students scored into fair classification, and in the very good classification is 1 (3,1%) students. And then, none students scored into excellent classification.

Table 6. The Result of Descriptive Statistics in Students' Pre-test and Post-Test in Control Class

	N	Minimum	Maximum	Mean
Pre-test	32	28	76	50.13
Post-test	32	80	80	54.38

Based on the results, there were a total of 32 students involved in the study. The mean score in the pretest was 50.13, while in the posttest it increased to 54.38, indicating a rise of 4.25 points in the students' speaking skills from pretest to posttest. Despite the increase, the mean scores still fall within the fail score range.

Students Speaking Skills Who Were Taught Using Charades Application

Table 7. The Percentage Distribution of the Students' Pre-Test in Experimental Class

Pre-Test			
Score	F	%	Categories
90-100	0	0	Excellent
80-89	0	0	Very Good
70-79	2	6.2%	Fair
60-69	11	34.3%	Poor
0-59	19	59.3%	Fail

Table 8. The Percentage Distribution of the Students' Post-test in Experimental Class

Post-Test			
Score	F	%	Categories

90-100	6	18.7%	Excellent
80-89	15	46.8%	Very Good
70-79	7	21.8%	Fair
60-69	3	9.3%	Poor
0-59	1	3.1%	Fail

According to the result, in pre-test there was 19 (59,3%) students scored into fail classification, 11 (34,3%) students scored into poor classification, 2 (6,2%) students scored into fair classification, and none of students scored into very good and excellent classification. On the other hand, in the post-test, 1 (3,1%) students scored into fail classification, 3 (9,3%) students scored into poor classification, 7 (21,8%) students scored into fair classification, and in the is 15 (46,8%) students scored into very good classification. And 6 (18,7%) students scored into excellent classification.

Table 9. Descriptive Statistics of Students' Pre-test and Post-Test in Experimental Class

	N	Minimum	Maximum	Mean
Pre-Test	32	36	76	55.63
Post-Test	32	56	96	81.00

The table 9. shows that the mean scores of experimental class was different with control class after the treatment. The post-test mean score for the control class was 54.38, classified as fair, whereas the experimental class achieved a mean score of 81.00, falling within the very good classification. This suggests that the average score for students' speaking skills in the post-test of the experimental class exceeded that of the control class by a significant margin of 26.62 points.

Table 10. The Result of Independent Sample T-Test

	Lavene's Test for Equality of Variances	t-test for Equality of Means	
	Sig.	t	Sig. (2-tailed)
Students Learning Outcomes	.631	9.799	.000

Based on the result of Independent Sample T-test for the students' speaking skills between control class and experimental class, it showed that t-test result was 9.799. And the p-value or sig (2-tailed) was 0.000, which (Sig.) 2-tailed value was less than 0.05. If the significant (Sig.) 2-tailed is < 0.05 so the Ha is accepted and if the significant (Sig.) 2-tailed is > 0.05, so the Ho is accepted. Besides, the significant (Sig.) 2-tailed in this research is 0.000, it less than 0.05. In conclusion, the Ha is accepted and the Ho is rejected. It is concluded that there is a significant

difference before treatment in students pre-test and after treatment in students post-test both for control and experimental class.

In other words, there was an improvement on the students' speaking skills between pre-test and post-test in control and experimental class after the treatment using Charades Application. Then, It can be concluded that both approaches, with and without the use of the Charades Application, significantly contributed to the students' overall performance in integrated speaking skills.

Discussion

This research was conducted to find out the enhancing of the students' speaking skill by using Charades Application. Charades Application is media that could be used by the teacher in teaching English to enhance the students' skills in speaking. Introducing a digital game through the Charades Application provided students with a platform to practice their English skills, regardless of their level of confidence. This interactive approach compelled all students, including the shy ones, to engage in spoken English. The opportunity allowed them to experiment with the language they had learned, gradually adapting to speaking English even for those who were not accustomed to it. The engaging activities fostered a positive and supportive atmosphere, motivating students to actively participate in the learning process. These factors facilitated a seamless learning experience. Additionally, providing feedback on students' performance during the game was crucial for acknowledging their efforts and encouraging them to continue speaking in subsequent sessions.

Based on the results of the independent sample t-test, the obtained p-value (Sig-2 tailed) was 0.000, which is less than the significance level of 0.05. Consequently, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. This suggests that there is a significant difference between the pretest and posttest scores for both the control and experimental classes. In essence, the utilization of the Charades Application significantly enhances students' integrated performance in speaking skills and effective to enhancing the students' speaking skills.

e. Conclusion

The students' speaking skills of the eighth-grade students of SMP N 3 Mranggen in the academic year 2023/2024 when they taught without using Charades Application was lower than the result of students when they taught using Charades Application. It can be seen from the mean score of students' pre-test and post-test. The mean score of students' pre-test was 50.13, and the mean score of students' post-test was 54.38. The result showed that there was no significant increase between the pre-test and post-test.

The students' speaking skills of the eighth-grade students of SMP N 3 Mranggen in the academic year 2023/2024 when they taught using Charades Application was higher than the result of students when they taught without using Charades Application. It can be seen from the mean score of students' pre-test and post-test. The mean score of students' pre-test was 55.63, and the mean score of students'

post-test was 81.00. The result showed that students who taught using Charades Application had a good significant result and satisfactory.

There is a significant difference of students speaking skills between students' when they are taught using Charades Application and students when they are taught without using Charades Application. It shown from the result of independent sample t-test in control class and experimental class, it showed that t-test result was 9.799, df was 62, and p-value or (Sig) 2-tailed was 0.000. If the (Sig) 2-tailed it less than 0.05 so the data is significantly or the H_a is accepted. In conclusion, the H_a is accepted and the H_o is refused. So, there is a significant difference between the pre-test and post-test scores for both the control and experimental classes, indicating an improvement in students' speaking skills following the treatment. Consequently, it can be concluded that the utilization of the Charades Application significantly contributes to enhancing students' integrated performance in speaking skills.

References

- Aziz, A. A. (n.d.). DALVINDER KAUR A/P KOLDIP SINGH.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice* (2nd ed.). Pearson Education.
- Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition* (Sixth Edition). Pearson Education
- Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge University Press.
- Haidara, O. (2016). Eaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality. *International Journal of Education and Research*. <https://doi.org/10.5296/ijer.v4i3.9156>
- Harmer, J. (2006). *The practice of English language teaching* (3. ed., completely rev. and updated, 8. impr). Longman.
- Piaget, J. (1970). *Science of Education and the Psychology of the Child*. Orion Press.
- Sanjaya, W. (2009). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana Prenada Media Group.
- Tlili, A. (2015). The Effectiveness of Mobile Learning in the Form of Application Usage in Higher Education. *International Journal of Interactive Mobile Technologies*. <https://doi.org/10.3991/ijim.v9i3.4658>
- Thornbury, S. (2005). *How to teach English*. Buch (New ed., 6. impr). Pearson/Longman.
- Uzer, U. (2017). The Importance of Speaking Skills. *Journal of Education and Training Studies*. <https://doi.org/0.11114/jets.v5i7.2313>