

USE OF POWER TEACHING GAME TECHNIQUE (POW- TEGA) TO IMPROVE SPEAKING SKILL OF JUNIOR HIGH SCHOOL STUDENTS

Armansyah

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Borneo Tarakan

arman_asya@gmail.com

Abstract

The aim of this research was to find out whether power teaching game technique (Pow-Tega) could improve the students' speaking skill or not. The sample was selected using purposive sampling from the population, they were thirty-two students from class VII-5. Pre-Experimental design was used in this research. To find whether the power teaching game technique (Pow-Tega) could improve students' speaking skill, the oral test was used to collect the data. The data were analyzed by using paired sample t-test. The result showed that there was an improvement in students' speaking skill after being taught by using power teaching game technique (Pow-Tega). It could be seen from the increase of students' mean score from pre-test to posttest, 42.13 to 59.38. Moreover, based on the result of paired sample t-test, t-result was -9.018, t-table was -2.040 ($p < 0.05$) and the significant value was 0,000 ($p < 0.05$). The result showed that the students who were taught by using power teaching game technique (Pow-Tega) had a better improvement in their speaking skill. In other words, power teaching game technique (Pow-Tega) is a good way to be used by the teachers as a teaching technique especially in improving students' speaking skill.

Key words: *Pow-Tega Technique, Speaking Skill.*

INTRODUCTION

As a social creature, communication is an essential need for human being. In communicating with others, people need a language as a tool or media for communication. That is why, language, communication and life cannot be separated. However, there are so many countries with different languages in this world. Different languages of people from around the world made problems in communication. For solving this problem, there should be a language which can be understood by all people around the world. Therefore, international community has already dealt with English as the first international language and English become bridge of communication. In daily lives, human continually communicate which each other as social creatures mostly through speaking. Speaking is the basic human activity and basic of all human's communication in language. According to Harmer (2007:284) speaking is the ability to speak fluently and presupposes not only knowledge features, but also ability to process information and language "on the spot" while Chaney (1998:3) defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It is hard to imagine how people can know each other, enlarge their knowledge, express their ideas without language or speaking. As a foreign language in Indonesia, English was learned seriously by many people to have a good prospect in the community of international world. Recently, English become important. Since it is important, English is taught widely at formal school and non-formal school. Based on *Permendiknas* number 70 years 2013, English was taught from junior high school up to senior high school level. So, English teacher should know that speaking is the basic skill as a social creature and have responsibility to make sure when in teaching and learning process

especially in English subject which the goal of teaching speaking is should improve student's communicative skills.

There are four skills in learning English those are listening, speaking, reading and writing. From four skills which all students must mastered, the most important skill is speaking. O'Malley and Pierce in Umam (2012) state that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express ideas even in a simple form of conversation. Generally, in teaching and learning process during the teaching in the classroom still many problems that occurred which the success indicators during learning process are not achieved. There are several problems according to Ur (1996:121) those are as follows: (1) inhibition, (2) nothing to say, (3) low or uneven participation and (4) mother-tongue use.

In addition, the problem not only from the students but also the teacher for example during in teaching and learning process teacher always use traditional methods like repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition which all this methodologies from 1970 or some teacher do not use any method at all. Those problems were also found in SMP Negeri 12 Tarakan based on the researcher interview with English teacher, most of the students still felt reluctant to speak, felt anxiety, difficult to express ideas in a conversation, lack of vocabularies, felt doubt and afraid of making mistakes. All this problem happened because students have no interesting and lack of motivation in learning English. Sometimes teacher uses method to provide material but not in specific subject that leads to the development of speaking skill. Therefore, it reminds the researcher about teacher responsibility to be a good facilitator to help the students to solve their problems. From the fact above, researcher proposed the teaching technique based on students' condition which will improve speaking skill and create a fun and interesting situation so that students can speak freely in the classroom. It is expected that the effective technique will be able to help and achieve students learning goals. One of technique the researcher used in this research was Power Teaching Games Technique (Pow- Tega). This technique combines Power Teaching and Games Technique (Pow-Tega). By using Power Teaching Games Technique (Pow- Tega), it can create a good atmosphere for speaking class because Power teaching is a technique which is used to engage students to speak actively and become more creative in the classroom activity. In addition, with the games in the Power Teaching Games Technique (Pow-Tega) will makes students feel fun and easier to follow the teacher's instruction. So that, students can speak freely as their daily life.

METHOD

In this research, the researcher did a pre-experimental research that applied One-Group Pretest-Posttest Design. The pretest was administered before giving by using Power Teaching Games Technique (Pow- Tega) and the posttest was administered after giving treatment. The researcher involved one class consisted 32 students. The data were collected through oral test. In the first meeting, the researcher gave pretest to the class. The purpose of pretest was to know students' speaking skill before the researcher give the treatment. The steps of pretest were follows: (1) In the pre-test the researcher gave the test to the students in form of instruction in describing pictures related on the topic, (2) Researcher gave 2-4 minutes for the students to describe the topic to make sure all the students will get chance, (3) After the students did oral test, the researcher scored using Student's Oral Language. Observation Matrix and then determine the mean score. In the treatment stage, the researcher gave treatment by using Power Teaching Game Technique (Pow-Tega) for 3 meetings. The allocation time for each treatment it took 2x40 minutes for each meeting.

After given the treatment, the researcher administered posttest. In the Posttest, the steps similar with the pre-test but with different pictures, the post-test used to measure the effect of certain treatments, in this case improving students' speaking achievement using Power Teaching Game (Pow-Tega) Technique. In analyzing the data, the researcher used paired sample t-test in the Statistical Package Social Science (SPSS) 23.0. There were two steps in analyzing the data in this research. First, the researcher did descriptive analysis and then did inferential analysis.

RESULTS/FINDINGS

As mentioned previously, the researcher wanted to know whether there is improvement of speaking skill after being taught by using power teaching and game technique (Pow-Tega). In this research, the researcher did a pre-experimental research about improving speaking skill by using power teaching game technique (pow-tega) at seventh grade students of SMP Negeri 12 Tarakan in the academic year 2018/2019. The researcher involved one class which consisted of 32 students. The data were collected through oral test. It took one class as the treatment class, class VII-5. This research was done on April 27 2019 until May 16 2019. There three meetings that the researcher took in this research for applying the treatment.

The Students' Score of Pretest and Posttest

In this research, the researcher described the result of pretest and posttest for the treatment class are the pretest was evaluated by the researcher and the teacher, in evaluating the students' speaking score the researcher used five aspects of grading speaking scale which consist of pronunciation, grammar, vocabulary, fluency and comprehensible. The students score was classified into five classifications based on Department of Education (2006). In the pre-test the researcher conducted oral test where the teacher asks the students to describe some picture. The numbers of students who involved in the Pretest were 32 students. This test was intended to know the students' speaking skill before the students were given the treatment. There were five aspects of speaking which is scored by the researcher to find out the final score based on Student's Oral language Observation Matrix adapted from Nunan. Each aspect has range score, the lowest score was 1 and the highest score was 5. From each aspect, the first one is pronunciation. The successful criteria of this aspect can be seen when the students' pronunciation and intonation approximate that of a native speaker. But, from the result above indicates that 31.25% or 10 students got score 1 which meant students had pronunciation problems so severe as to make speech virtually unintelligible. Then, 43.75% or 14 students got score 2 that meant their pronunciation still very hard to understand because of pronunciation problems and also 25% or 8 students had score 3.

The second aspect was grammar. In this aspect, students must be able to describe ideally the picture with grammar and have word power approximate that of a native speaker but the test showed that 6.25% or 2 students got score 1 which students always made errors in grammar and word order so severe as to make speech virtually unintelligible. Then, 75% or 24 students got score 2 which meant students often rephrase and or restrict him or herself to basic patterns and 18.75% or 6 students got score 3 that showed students had problem in grammar and word order error make comprehension difficult. The third aspect was vocabulary. In this aspect students must be able to use vocabularies and idioms approximate that of a native speaker. But, from the result above indicates that 6.25% or 2 students got score 1 which meant students had vocabulary limitations so extreme. Then, 56.25% or 18 students got score 2 which meant students misuse of words and very limited vocabulary and comprehension quite difficult and 37.50% or 12 students got score 3, students still frequently used wrong words. The fourth aspect was fluency. In this aspect, 3.13% or 1 students got score 1 which meant speech so halting and fragmentary as to make conversation virtually

impossible. Then, 59.38% or 19 students got score 2 which showed students usually hesitant and often forced into silence by language limitations and 37.5% or 12 students got score 3 that meant students had problem in fluency which much disturbed by the problem of language, and 3.13% or 1 students got score 1. The last aspect was comprehensible. In this aspect, 18.75% or 6 students got score 1 which indicated that students cannot be said that understand even simple conversation. Then, 78.13% or 25 students got score 2 or has great difficulty following what is said and 3.13% or 1 got score 3 which showed that students understand most of what is said at slower than normal speed with repetitions. After researcher scoring the students test, researcher classified into five classification. Those classification were very good, good, fair, poor and very poor. Researcher found that there was none student (0%) got very good score, good and very poor. But there were 11 students (34.38%) got fair classification and 21 students (65.63%) got poor classification. This fact indicated that student ability before being taught by power teaching and game technique (Pow-Tega) still poor.

The posttest similar with pretest it was evaluated by researcher and the teacher, in evaluating the students' speaking score the researcher used five aspects of grading speaking scale which consist of pronunciation, grammar, vocabulary, fluency and comprehensible. The students score was classified into five classification based on Department of Education (2006) In the posttest the researcher conducted oral test where the teacher asked the students to describe some picture. The numbers of students who involved in the Pretest were 32 students. This test was intended to know the students' speaking skill after the students were given the treatment. The result of students speaking skill after being taught by Pow-tega technique. There were five aspects of speaking which is scored by the researcher to find out the final score. Each aspect has range score, the lowest score was 1 and the highest score was 5. From each aspect, the first one is pronunciation. The successful criteria of this aspect can be seen when the students' pronunciation and intonation approximate that of a native speaker. The result above indicates that 28.13% or 9 students got score 2 which meant students still very hard to understand because of pronunciation problems and must frequently repeat in order to make him or herself understood. Then, 53.13% or 17 students got score 3 that meant students had pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding and there are 18.75% or 6 students got score 4 which indicated that students' pronunciation always intelligible, although the listener is conscious of a definite accent.

The second aspect was grammar. In this aspect, students must be able to describe ideally the picture with grammar and have word power approximate that of a native speaker. The test showed that 12.5% or 4 students got score 2 which meant students must often rephrase and or restrict him or herself to basic patterns. Then, 71.88% or 23 students got score 3 that showed students problem in grammar and word order error make comprehension difficult. There were 2.5% or 4 students got score 4 which indicated students occasionally makes grammatical and or word order errors that do not obscure meaning and 3.13% or 1 student got score 5 which meant students' grammar and word power approximate that of a native speaker The third aspect was vocabulary. In this aspect students must be able to use vocabularies and idioms approximate that of a native speaker. From the result above indicates that 18.75% or 6 got score 2 that indicated students misuse of words and very limited vocabulary and comprehension quite difficult. Then, 53.15% or 17 students got score 3 which meant student frequently used wrong words and 28.13% or 9 got score 4 that showed student occasionally used inappropriate terms or words. The fourth aspect was fluency. In this aspect, 18.75% or 6 got score 2 that indicated student usually hesitant and often forced into silence by language limitations. Then, 71.88% or 23 students got score 3 that meant fluency which much disturbed by the problem of language, and 9.38% or 3 students got

score 4 that showed student generally fluent, with occasional lapses while the student searches for the correct manner of expression. The last aspect was comprehensible. In this aspect, 25% or 8 students got score 2 which meant student still had great difficulty following what is said. Then, 62.50% or 20 students got score 3 which indicated student understand most of what is said at slower than normal speed with repetitions, and 12.5% or 4 got score 4 that showed student understand nearly everything at normal speech. After researcher scoring the students test, researcher classified into five classification. Those classification were very good, good, fair, poor and very poor. Researcher found that there there was 1 student or 3.13% who got very good classification, 7 students or 21.88% got good classification. There were 23 or 71.88% students got fair classification, 1 student or 3.13% got poor classification and none of student got very poor classification. Mean score of the students' after implementing the power teaching and game technique (Pow-Tega) was higher than mean score of the students before treatment was implemented from the total mean score of pretest 42.13 up to 59.38 with the standard deviation result of pretest was 8.620 and posttest was 9.373.

Hypothesis Testing

Normal distribution test is needed in order to find out whether the data normally distributed or not. The normal distribution data indicated that the samples of the study was taken from the population that had normal distribution. If the value of the significance level is higher than 0.05, it meant the distribution of data is normal. Based on the result of normal distribution test by using One-Sample Shapiro-Wilk test showed that the sig. pretest was 0.230 and posttest of treatment class was 0.136. From these results the value of the Asymp. Sig. (2- tailed) on the pre-test and post-test higher than 0.05. It indicated that the data has normal distribution. Homogeneity testing is used to investigate whether the data has been obtained is homogeneous or not. Researcher analyzed the variance of homogeneity using SPSS version 23 with the level of significance (p) at 0.05. Based on the result, the significant value was $0,987 > 0.05$ it meant the data already homogeneous. Based on the normality test and homogeneity test above, it showed that the data was normal and already homogeneous, so it was continued by doing the hypothesis test by using Paired Sample t-test, which was determined the confidence interval of the difference was 95% and the standard significance (2- tailed) value level was 0,05. The researcher used statistical test with paired sample t-test stated by SPSS version 23 to convince of pretest and posttest of the effectiveness of using power teaching and game technique (Pow-Tega) on the students' speaking skill the result of analysis using T- test. The mean pre-test and post-test were (-17.250), the standard deviation was (10.821), the mean standard error was (1.913). The result test $t = (-9,018)$ with the in t-test was 31 and significance value was 0.000. The Result shown the result of analysis using T-test. The mean pre- test and post-test was (-8,625), the standard deviation was (4,251), the mean standard error was (.868). The result test $t = (-9,940)$ with df 23 and significance value was 0.000. Based on the score compared with t-test with t-table, where df = 31, which t-table was 2.040 for standard significant 5% and the result of t-test = -9.018, since the t-test was higher than the t-table, it meant the hypothesis null was rejected. Based on the result above, which the result of t-test $-9.018 > t$ -table -2.040 so, the null hypothesis was rejected and the alternative hypothesis was accepted. Because the probability value (0.000) was smaller than significant level (0.05), it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was different score on the students' speaking skill before and after being taught by using power teaching and game technique (Pow-Tega). The researcher interpreted the data for hypothesis testing of this research as follows:

1. The researcher determined the significant difference by using T-test. The result of T-test (result from paired sample T-test) with T-table
 - a. If the score of T-test is higher than T-table the Null hypothesis is accepted. It

- means that there is no significant effect of using power teaching and game technique (Pow-Tega) to improve students' speaking skill.
- b. If the score of T-test is lower than T-table the alternative hypothesis is accepted. It means that there is significant effect of using power teaching and game technique (Pow-Tega) to improve students' speaking skill.
2. The researcher determined the significant difference based on probability value (si.2 tailed) with level of significant $0.05(\alpha)$.:
 - a. If the probability value >0.05 , H_0 is accepted and H_a is rejected. It means that there is not significant effect power teaching and game technique (Pow-Tega) to improve students' speaking skill.
 - b. If the probability value < 0.05 , H_a is accepted and H_0 is rejected. It means that there is significant effect of using power teaching and game technique (Pow-Tega) to improve the students' speaking skill.

CONCLUSION

Having conducted the research at the seventh grade students of SMP Negeri 12 Tarakan and analyzing the data, the researcher would like to give the conclusion Based on the results of the research, researcher can draw the conclusion that power teaching and game technique (Pow-Tega) can improve students speaking skill at seventh grade student of SMP Negeri 12 Tarakan academic year 2018-2019.

REFERENCES

- Arikunto, 2010. Manajemen Penelitian, Jakarta: PT. Rineka Cipta, Edisi Revisi.
- Armasita., 2017. Improving Students' Speaking Skill In English Lesson With Action Learning.
- Strategy At Eight Grade Of Mts Pab 1 Helvetia. The State Islamic University of North Sumatera. Medan.
- Ary, D et al. 2010. Introduction to Research in Education. 8th Ed. Canada: Thompson Wadsworth Brown, H D., 2001. Teaching by Principles _ An Interactive Approach to language Pedagogy. 2th Ed .London: Longman.
- Brown, H. D., 2000. Teaching by principles: An interactive approach to language pedagogy. New York, NY: Longmann
- Bunyamin. (2011). Peningkatan kompetensi speaking materi teks deskriptif melalui teknik Pow-tega dengan media Pic- Pow pada peserta didik kelas VII 6 SMP Negeri Slawi (Penelitian Tindakan Kelas). Slawi.
- Cameron, Lynne., 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.
- Chaney, A. L. (1998). Teaching oral communication N : Grades K-8. Boston : Allyn and Bacon.
- Creswell, J W. 2009. Research Design Qualitative, Quantitative and Mixed Methods

- Approaches. 3rd Ed. USA: Sage Publications, Inc. Departement Pendidikan Nasional, 2006.
- Fraenkel, J., Wallen, N., Hyun. H., 2011. How to Design and Evaluate Research in Education. 8th Ed. New York, NY: McGraw-Hill.
- Gay, L. R., Mills, G. E., and Airasian, P.W. 2012. Educational Research Competencies For Analysis And Applications. 10th Ed. Boston: Pearson Education Inc.
- Harmer, J., 2007. The Practice of English Language Teaching. 4th ed. London: Longman
- Kaur, S.P., 2013. Variables in research. IJRRMS Vol 3 No. 4 Oct– Dec.
- Malcolm, O. A., and Kantarelis, D. 2005. Essential of Inferential Statistics. 4th ed. Oxford: University Press of America. accessed on August 8th 2018)
- Nirmawati, L. A, 2015. Improving Students' Speaking Skills Through Speaking Board Games Of Grade Viii Of Smp N13 Yogyakarta In The Academic Year Of 2013/2014. Yogyakarta State University. Yogyakarta
- Nunan, D., 2003. Practical English Language Teaching: Grammar. New York: Mc Graw Hill Comp. Inc.
- OudaTeda E., 2003. Membuat Media Pembelajaran Interaktif dengan Piranti Lunak Presentasi. Yogyakarta: Universitas Sanata Dharma Yogyakarta.
- Prensky, M. 2001. Digital Game Based Learning. New York, NY: McGraw-Hill.
- Richards, J C., 2008. Teaching Listening and Speaking from Theory to Practice. Cambridge: Cambridge University Press.
- Rubiati, R., 2010. Improving Students' Speaking Skill Through Debate Technique. Walisongo State Institute for Islamic Studies. Semarang.
- Swary, D N., 2014. A Study of Students' Problems In Learning Speaking English At The Second Grade Of Smp Negeri 1 Talaga.: Syekh Nurjati State Institute For Islamic Studies Cirebon
- Thornbury, S., How to Teach Speaking. Longman.
- Wahyuni, S., 2017. Increasing Speaking Achievement by Using Pow-Tega Technique. International Journal of English Language and Teaching Vol. Volume 1 Issue 1, September 2017. STKIP Muhammadiyah Pagar Alam. Available at https://online-journal.unja.ac.id/index.php/IJ_oLTE
- Weinberg, S. L., and Abramowitz, S. K. 2002. Data Analysis for The Behavioral Sciences Using SPSS. Cambridge: Cambridge University Press
- Wilkinson, D. and Birmingham, P., 2003. Using Research Instruments A Guide For Researcher. London: Routledge Falmer