

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion from the study in order to answer the research questions. The research is about the use of games in teaching speaking at MEC English Syariah Banjarmasin on the regular level. Researcher presented in the form of description, based on data that have been obtained in this research either through observation and interview technique which was done by the researcher for 2 months.

A. Findings

The findings was collected based on the result of observation and interview with the trainer to find out how to use of games in teaching speaking and also made a interview members that have done at MEC English Syariah Banjarmasin to find their responses.

1. Communication Games Used by The Trainers in Teaching Speaking at MEC English Syariah Banjarmasin

To describe what the games used at MEC English Syariah Banjarmasin, the writer used observation and interview. The writer observed the games that were used in class while learning speaking, and the writer find the three games that most members like or the three games are the most favorite games that are used to learn speaking, the three games are Guessing

game, Whispering game, and Repetition game. The researcher observed and saw the trainers using the games to learn speaking and saw the members responding to the material. The researcher also conducted interviews with trainers to find out deeper results about communication games.

In the opinion of trainers regarding learning and teaching using games is because the MEC English Syariah concept from the start is e-fun learning, so the use of these games really needs to be used and when using games usually members will be more focused and more enthusiastic when learning to use games . Using games is also more interesting because it can train the concentration of the members. Furthermore, there are members who come from schools and lectures so when we use the same teaching system as at school or campus then it will make them bored, so that they don't get bored in every meeting needs to use a variety of games.

According the trainers using games in learning was very effective in encouraging members' speaking abilities, because it made them want to talk and made them more interested and confident when speaking in class because they feel more relaxed than learning directly to the material. Basically, they are very encouraged when talking using games.

Trainers said about the advantages and disadvantages of using games is the first that excess members will be more motivated to use English, easier to speak in English, and improve cooperation between groups will also be stronger. While the disadvantages are more time because they have to explain

to use English and Indonesian many times which will take more time. The number of members present is also influential because if the members who attend are few it will be difficult to use games because there are less people and it is difficult to divide groups. Trainers also have to adapt games to the material taught because not all games are in accordance with speaking. So trainers have obstacles to adjust the material with these games.

According to trainers, a suggestion that can improve speaking skills is by practicing speaking wherever and whenever. Because if you only practice it when you are inside the classroom and not outside, it will be difficult to get used to it.

Trainers said the members' response in teaching speaking techniques using games, the members felt more fun and also felt what the members say in the games always ring when the members finish learning so it makes the members more fun and stick in their memories. But there were some members who really like games and there were also members who did not really like playing games, they were more quiet and lazy to play games. But depending on friends and class conditions, if other friends are excited to play games then they will be excited too.

Trainers sometimes also have difficulty in teaching speaking. The difficulty was when members did not have the ability to speak and they were just learning English from scratch or basic. So that is one of the obstacles when teaching speaking and other difficulties that are more in language,

because sometimes when explaining using English they will be a little confused and do not understand the same meaning so trainers must explain also using Indonesian language and difficulty in pronunciation of the pronunciation of the members. They remember how to spell but forgot how to pronounce it, they know how to write it but they were confused how to say it even though the rules have been told and the trainers also have to take the time to look for various games so that members are not bored and have to adjust games with the material that is suitable.

Trainers overcome these difficulties by asking members one by one about their speaking in turn. For example, trainers say 'good morning' then trainers ask members to say it one by one in turn. Although they cannot and are ashamed, they will be demanded to speak in English, trainers must also use lots of games so the members want to talk in class and because the members are different, so when trainers found out there was one member who was not too familiar with the material. Trainers can focus more on one of the members, the trainers also asked other members but more focus on the member which will make the member easier to understand the material.

a. The use of Guessing Game

To describe the use of guessing games in communication games, researcher conducted observations and interviews to get the appropriate

results. Researcher observed in the classroom to see firsthand the learning activities carried out by trainers and members in the classroom.

At the time of observation in the classroom trainer reviewed the material that has been taught before. The trainer conducted questions and answers to members about the material as a warm up to open new lessons so that members were motivated to recall the material that was taught before.

The initial stage is carried out by the trainer to teach new material that is notifying the material to be learned using a mixture of 2 languages (English and Indonesian). In this observation, the material taught by the trainer was Ability and Inedibility. Before starting the material the trainer asked members about their knowledge of the material Ability and Inedibility, then the trainer gave some vocabulary related to the material.

Trainer gave examples of how to say some of the vocabulary, for example: Dancing, Drawing, Swimming, Volleyball, Basketball. After they said the vocabulary, the trainer asked members to think of a vocabulary about Ability and Inedibility and the trainer asked the members to demonstrate the vocabulary using gestures in front of other members. The other members will guessed what vocabulary is in accordance with what the member demonstrated. this is done by members alternately

Second stage, the trainer asked each member to make a sentence related to the vocabulary they guessed. Then the members are also asked to give questions to their friends using the word Can you (verb)? Or cannot you

(verb)? And answer with Yes I can or No I cannot, so members are asked to get 3 Can answers and 3 answers that cannot from other members. The results that they got in doing the question and answer were made sentences and will be delivered by members in front of the class.

The next stage, in learning trainers always provided common expressions and explained their meaning so that members will record the common expressions in their notebooks. The trainer also asked the member about the meaning of common expressions at the previous meeting so as to hone the members' memories of common expressions.

The last stage, the trainer closed the learning by concluding the material that has been delivered. Then, the trainer gave members the opportunity to ask questions about material that they did not understand and the trainer will answer the question. Before they disperse, the members gave their 'Member Card' to the trainer to record their attendance. After finishing recording the attendance of the members, the trainer closed the study and invite members to leave the class.

Researchers conducted interviews with trainers to look for deeper results regarding the use of gesture games. The interview showed that the trainer put more emphasis on using gesture games in the post activity, while in the activity while the trainer introduced vocabulary to the members. When playing a gesture game, the trainer gave an example of how to play it first and after they understand it they will work on the game gesture. When playing

gesture games usually the trainer divided the team into two or more people. Members were required to be able to promote vocabulary mentioned by the trainer.

The trainer told who won and who lost. But the losing group will not be punished because it will be less good for future impact, and the winning group will be given applause by the trainer and other members.

b. The use of Whispering Game

To describe the use of whispering games in communication games, researcher conducted observations and interviews to get the appropriate results. Researchers observed in the classroom to see firsthand the learning activities carried out by trainers and members in the classroom.

Just as usual, when observing in the class the trainer reviews the material that has been taught before. The trainer conducted questions and answers to members about the material as a warm up to open new lessons so that members were motivated to recall the material that was taught before.

The initial stage by the trainer is to tell the material to be taught at that time, namely the material is "making invitation". Then the trainer also explained what it was to make an invitation to the members.

The second stage, when finished explaining the material the trainer did not immediately gave assignments related to the material but the trainer asked the members to play a game using songs, audio and chairs. In the game the

members were asked to turn around the chair while the song is still playing, if the song is turned off then the members must quickly occupy the available seats and there is only one member who cannot get the seat, if the member cannot get a seat then the member is asked to make a sentence statement and whatever sentence.

In the next stage, the trainer asked the members to create groups of 3 people, each group was asked to make a dialogue related to making invitations. The task of the members was to make sentences about Giving Invitation, Accepting Invitation, and Refusing Invitation.

Furthermore, when the members finished making a dialogue about making invitations, they were asked to move the group to the front of the class by reading the dialogue in front of the other members in turn.

The next stage, when all groups have advanced. The trainer divided the members into two groups again to play whispering games. The members were asked to line up according to their respective groups, then the trainer gave a sentence related to the invitation to the last member and must deliver the sentence correctly and quickly to get to the members who were in the front in a whisper.

The next stage in learning trainers always provided common expressions and explained their meaning so that members will record the common expressions in their notebooks. The trainer also asked the member

about the meaning of common expressions at the previous meeting so as to hone the members' memories of common expressions.

The last stage, the trainer will close the learning by concluding the material that has been delivered. Then, the trainer gave members the opportunity to ask questions about material that they did not understand and the trainer answered the question. Before they disperse, the members gave their 'Member Card' to the trainer to record their attendance. After finishing recording the attendance of the members, the trainer closed the study and invite members to leave the class.

Researchers conducted interviews with trainers to look for deeper results regarding the use of Whispering games. In the interview, the results showed that the trainer gave a sentence that had been learned by the previous members, the trainer chose a longer word to whispering. Members will be divided into groups and progress alternately, so that other groups can see other groups progress. Every game was still sought by the winner but the loser is not given a penalty.

c. The use of Repetition Game

To describe the use of repetition games in communication games, researcher conducted observations and interviews to get the appropriate results. Researcher observed in the classroom to see firsthand the learning activities carried out by trainers and members in the classroom.

Just as usual, when observing in the class the trainer reviewed the material that has been taught before. The trainer conducted questions and answers to members about the material as a warm up to open new lessons so that members were motivated to recall the material that was taught before.

The initial stage by the trainer was to inform the material to be taught at that time, namely the material is "exchanging information". Then the trainer also explained what was exchanging information to the members. After finishing explaining the material, the trainer asked the members to make three questions about exchanging information. After that, as usual the trainer also explained about common expressions.

Second stage, the trainer asked members to explain the three questions they made before the class to tell other members. Then after the members finished explaining about exchanging information, the trainer asked the members to collect the results of their information and the trainer played games for the members by way of the trainers asking the members with three random questions before the members answered the question. However, questions and answers must not be connected and must be different. For instance:

A: What's your name?

B: My address in Kayutangi street

A: Do you like KPop?

B: My name is a rose

In the next stage, the trainer explained again what was exchanging information to the members. Then, the trainer invited members to play guessing the picture and guessing what questions match the picture, the members played in pairs. The members were given the opportunity only 2 times to guess the answers that match the picture.

The next stage, the trainer divided the members into two groups, then the trainer asked them to think of any 1 sentence in about 3 minutes without writing. After the members managed to make a sentence, the members were asked to read the sentence one by one by connecting to other members, the last-order members were also obliged to remember sentences read by their group mates.

The last stage, the trainer closed the learning by concluding the material that has been delivered. Then, the trainer gave members the opportunity to ask questions about material they don't understand and the trainer will answer the question. Before they disperse, the members give their 'Member Card' to the trainer to record their attendance. After finishing recording the attendance of the members, the trainer will close the study and invite members to leave the class.

Researchers conducted interviews with trainers to look for deeper results regarding the use of repetition games. In the interview, the results were obtained that when learning to use repetition games, the trainer usually did not divide the group but the trainer asked the members to sit in a circle in the

classroom. Then, the trainer gave a sentence that must be uttered by members and followed by the next sentence to the other members, if one member is wrong it will be repeated from the beginning. Therefore, it made the members to remember the expression of each sentence that was said earlier.

2. The Members Responses of The Use Games in Teaching Speaking

This research is also aimed at finding the members of responses to the use of games in teaching speaking. The writer has given interviews for some members of the regular class to find out how their responses about using games in teaching speaking.

To identify the members' responses to the use of games in teaching speaking, the researcher made observation of the members when they studied in class and the researcher also gave eight questions related to how they responded when learning to speak using games.

In the opinion of some members about learning to speak using games was very effective because it did not make the learning become bored, increased enthusiasm in learning, improved English language skills make the lesson more relaxed so it was not tense and more fun, easier to understand, easier to remember the material being learned, improve the skills in pronunciation and of course very enjoyable.

In the opinion of some members asked about whether they enjoyed learning to use these games, on average the members answered yes, of course

really enjoyed. Because, with these learning games were not boring, it made learning more enthusiasm and easier to understand the purpose of speaking spoken.

According to the members when asked about whether they find difficulties in learning speaking using games, the average answer from them was sometimes experiencing these difficulties and even some members also said there was no difficulty in learning speaking using games.

In the opinion of some members, the difficulty that they have were that they were difficult to express, difficult to pronounce into English when they do not know the vocabulary, and some members also have answered that because English many vocabularies have the same pronunciation so they are a little difficult to distinguish and interpret it, and on average they answer the difficulty lies in its pronunciation.

According to the members of the game they like the most among the three games is Whispering Games, most of them prefer whispering games because these games have more severe challenges, which must learn to focus in order to convey sentences to other friends, must be able to understand the meaning and sentences is in the game so that you can remember and convey correctly and correctly and of course remember more vocabulary.

In the opinion of the members the benefits they get from speaking using games are able to increase vocabulary, increase confidence, practice English language skills (reading, speaking, listening and writing), encourage

enthusiasm for learning, make members more active in the classroom, easy to remember material, and of course the class does not become tense and boring.

In the opinion of some members about their suggestions for learning to speak using games is to ask to have more types of games or to be more varied so as not to use those games only, to provide games techniques that make all members active at one time meaning that there is no waiting for each other another, increased learning hours, giving more time to think, and when there are members who are not right in the way they pronounce to be told how to pronounce them properly and correctly.

In the opinion of the members about whether learning speaking is easier to use games or not using games, the average answer from them is certainly easier to use games. Because, it attracts the attention of the members, is easier when dialogue, makes the learning atmosphere more fun, relaxed and exciting, can be more free to express, increase enthusiasm, and of course can learn while playing.

B. Discussion

After collecting the data that has been described above, the researcher analyze the data about how communication games in teaching speaking and also how are members' responses to the use of games in teaching speaking at Banjarmasin English Syariah Banjarmasin.

Bygate (2003) demonstrated that speaking in a second language (L2) involves the development of a particular type of communication skill. After being analyzed, the theory is closely related to the results obtained by researchers namely at MEC English Syariah that indeed in English speaking they use a second language that involves the types of communication skills namely oral, written and body language.

In addition, based on the results obtained by researchers that at MEC English Syariah Banjarmasin has the aim to focus more on speaking skills for its members, although at MEC English Syariah Banjarmasin also uses several skills such as Listening, Writing, Reading and even Grammar, but they always dominate skills speaking of some of these skills. this is consistent with the opinions expressed by Penny argues of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important; people who know the language are referred to as 'speaking' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily in learning to speak (2009).

Harmer (1998) states that Pronunciation is very important in speaking, concentrating on sound, showing where they are made in the mouth, making students aware of words should be stressed. All of these things give extra information about speaking and helping to achieve the goal of improved comprehension intelligibility. After being analyzed, the theory is related to the results obtained by researchers namely at MEC English Syariah Banjarmasin

that trainers who teach give examples of pronunciation pronunciation for each delivery of the learning, although pronunciation is not the main benchmark in learning.

In addition, based on the results obtained by researchers that at MEC English Syariah Banjarmasin is more dominating functions in speaking such as Interaction, Transaction, and Performance. Because every lesson in the class is always focused and related to these three functions. this is in accordance with the opinion expressed by Yule and Brown in Richards (2008), there are three parts versions of functions of teaching, they are: Talk as interaction, Talk as transaction, and Talk as Performance.

Clark (1996) explained that in order for communication to have meaning two persons have to be involved in the communication in the form of a speaker and an addressee. After researching, the theory is closely related to what researchers do that is when in class all members are very involved in communication contained in the class.

In conclusion, based on several theories that explain the use of games in teaching speaking, it is explained that the use of games when teaching is very influential when learning. Learning to use games will make members more active and enthusiastic when learning. It's the same as using communication games.

Guessing game, To describe the use of guessing games in communication games, researchers conduct observations and interviews to get

the appropriate results. The initial stage is carried out by the trainer to teach new material that is notifying the material to be learned. Then the trainer asks each member to make a sentence related to the vocabulary they are guessing. Then the members are also asked to give questions to their other friends and finally the trainer will close the learning by concluding the material that was submitted that day.

Whispering game, the initial stage by the trainer is to inform the material to be taught at the time, the members are asked to line up according to their respective groups, then the trainer gives a sentence related to the material that is about invitation to the last member and must deliver the sentence correctly and fast to get to the members who are in the front by whispering.

Repetition games, when learning starts the trainer asks the members to think of any sentence with about 3 minutes without writing. After the members succeed in making a sentence, the members are asked to read the sentence one by one by connecting to other members and the members who get the last order are also obliged to remember sentences read by their group mates.