

Increasing Students' Speaking Skill Through Games Promoting A Product

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ABSTRACT

This research was written to identify the increasement of students' speaking skill and to know the situation when Games Promoting a Product are implemented in the speaking class at the Eleventh Grade students of SMK Swasta Muhammadiyah 04 Medan. The design of this research was an action research. The research was conducted in two cycles from July until August 2023 at the eleventh grade students of SMK Swasta 04 Medan. The research records been accrued by using a few strategies: obsevation, document and test (pre-research take a look at and post-test). The facts have been analyzed through qualitative facts and descriptive statistics. The research findings prove that games promoting a product ought to increase the students' speaking skills. The Increasement of students' speaking skills includes: a) the students could make description primarily based at the simple sentences b) the students ought to construct some sentences into good grammatical arrangement of short description c) the students loved and have been interested in the classroom situation d) the students have been appropriate sufficient to pronounce some phrases e) the score is increase from 53,64 for pre-test, 68,94 for first-posttest in cycle I, to 79,52 for post-test in cycle II. The increasement of classroom state of affairs includes: a) the students have been not noisy at some point of the learning b) the students tended to be lively c) the students' have been curious to talk in English in the classroom d) the students paid more interest to the teacher explanation. The end result of the research means that researcher want to select the appropriate media in teaching speaking.

Keywords : Games Promoting a Product, Speaking Skill

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1. INTRODUCTION

Speaking is an interactive method that should be mastered by the students'. It's miles one of the way to specific ideas, emotions, reports and know-how to different humans both in formal or casual scenario. The learners who examine language must have an ability to speak orally, particularly in English. In speaking, the learners can specific the thoughts and proportion data with other learner. It related to the cause of language studying is to develop speaking skill. As said through Nunan (1991), achievement of studying language is measured in the terms of capability to carry out a communication inside the goal language. It implies that speaking is the indicator of gaining knowledge of the language.

In line with Underwood (1997: 11) "speaking is likewise a innovative method, speakers are nearly continually within the function of formulating what they're pronouncing as they cross along and adjusting what they are of brought thoughts of their own". It manner that speaking is a process in formulating and adjusting what the audio system are pronouncing because of their mind. In each day lifestyles, people carry out an interplay one another through speaking out their ideas. It is also related to the students on the school who learn speaking can change records to all and sundry. With verbal exchange students can get greater information.

Nowadays, In speaking gaining knowledge of method, the students are expected to express the that means within the communicate, transactional and interpersonal spoken textual content to

engage with surrounding, specific the which means in a functional and monolog text in particular within the form of descriptive and recount to engage with surrounding. The transaction include inviting a person, accepting and refusing an offer, inquiring for and giving opinion, praising and congratulating. It related to Widowson (1996: 58-59), he states that firstly, speaking is active, or productive, and makes use of the aural medium. Second, speaking is typically done in head to head interaction and happens as part of a communicate or other form of communique. Third, talking as an instance of use, therefore, is part of reciprocal change wherein both reception and production play a part. On this sense, the skill of speaking entails both receptive and efficient participation. It method that speaking is an hobby which makes use of aural medium and it generally takes place in face to face interaction that includes each receptive and productive participation. In truth the students aren't capable of express their concept. Based at the goal, they're anticipated to acquire them. However, there is an opening between the purpose and the truth which happens inside the class room.

Speaking not only by communicating but can exchange information with other individuals or groups of people. In addition, Trigan (1990: 15) states, speaking is one of the abilities to express opinions, thoughts or exchange information to people. But speak in English there are many rules of grammar, pronunciation must be correct, fluency. In speaking there are various kinds, namely discussion, speech, storytelling is the same as social control.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, grammar, vocabulary, etc. The learners should comprehend those elements to be able to communicate with the target language. As Dewi (2017) states that in the terms of language importance and to have good communication, an English learners need to have good speaking skills as the basis of language skills.

Gaining knowledge of speaking, the learner ought to have a capability to specific oneself intelligibly, reasonably and as it should be without doing a lot hesitation. Therefore, there a few additives in speaking that have to be taken into consideration which will have a meaningful communication. For instance the students who examine speaking ought to be able to pronounce accurate pronunciation, the use of the ideal grammar and having good enough vocabularies, just so they can speak fluently.

The researcher performed an observation in considered one of Vocational excessive college in Medan, to understand the ability of the 11th grade students in SMKS Muhammadiyah 04 Medan. The speaking material does now not meet the same old of the curriculum. It may be shown from the score in the test for the semester. Their common only 6.0 for the English lesson. There are a few signs which shown that they do no longer speak fluently. In the usage of grammatical items they regularly make errors, besides that, their vocabulary is also constrained.

To overcome the problems above, the researcher will apply games promoting a Product. It emphasizes on comprehensible and meaningful practice activities. It often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. The role of the teachers in this technique is to facilitate the communication between all participants in the classroom, and between these participants and the various activities and text. It means that the teacher must be creative to make students active. The teachers give facilitate to the students to make them confident in their learning and to make them active in teaching learning process. Games encourage the students to be active in the classroom, entertain them, give them to practice the language naturally and promote fluency because they help students see the beauty in a foreign language and not just problems of the foreign language itself.

Learning media games promoting a product or game-based learning is a learning technique that uses games as a means to increase student motivation, involvement, and learning achievement. James Paul Gee (2003) - James Paul Gee is a professor of applied linguistics at Arizona State University and the author of "What Video Games Have to Teach Us about

Learning and Literacy". He stated that game promoting products can help improve students' skills and literacy.

Being able to speak and communicate in English is one of them the main purpose of teaching language. Games promoting is a product an effective way to improve students' speaking skills, and fun learning atmosphere in class. This can help students to learning to practice their skills, thus, can help them build speaking and communication skills to apply to the real world.

In the line with the statements above, the researcher intends to conduct a research approximately how the English speaking is growing underneath the name "increasing students' speaking skill through games promoting a Product at 11th Grade students of SMKS Muhammadiyah 04 Medan (a classroom action research)"

The purpose of this study is to find out how the implementation and the effect of using games promoting a product in speaking activities for students of SMK Muhammadiyah 04 Medan. By conducting Classroom Action Research, the researcher would applied the game to several cycle and see how the game makes increasements in students' speaking skills.

There are many problems found related to speaking skill in teaching learning process, but it is impossible to solve all the problems. Therefore, the researcher limits the problems. It would be focused on increasing students' score of their speaking skills, increasing their interest, motivation, and confident to speak in English, and increasing students' time to practice their speaking. The researcher believes that by using games promoting a product in teaching and learning process, the students' speaking skill would increase. The problem that the researcher was tried to solve is the students' lack of speaking skills, because speaking is an important skill of language learning that the students have to comprehend. In this research, the researchers focused on the use of games promoting a product in increasing students' speaking skills at Eleventh grade at SMK Muhammadiyah 04 Medan.

2. LITERATURE OF REVIEW

A. Definition of Games Promoting a Product

Learning media games promoting a product or game-based learning is a learning technique that uses games as a means to increase student motivation, involvement, and learning achievement. James Paul Gee (2003) - James Paul Gee is a professor of applied linguistics at Arizona State University and the author of "What Video Games Have to Teach Us about Learning and Literacy". He stated that game promoting products can help improve students' skills and literacy

Marc Prensky (2005) - Marc Prensky is the author of "Don't Bother Me Mom, I'm learning!" and founder of Games2train, a company that develops educational games. He stated that game promoting products can help increase student motivation and provide a more active and interactive learning experience. Richard Van Eck (2006) - Richard Van Eck is a professor of educational technology at the University of North Dakota and author of "Interdisciplinary Models and Tools for Serious Games: Emerging Concepts and Future Directions". He stated that game promoting products can help improve students' cognitive and social skills, such as problem solving, teamwork, and creativity.

B. The Advantages of Game Promoting a Product

Being able to speak and communicate in English is one of them the main purpose of teaching language. Games promoting is a product an effective way to improve students' speaking skills, and fun learning atmosphere in class. This can help students to learning to practice their skills, thus, can help them build speaking and communication skills to apply to the real world. With using this game as a teaching technique, the students will carry out communicative language activities. They will more time to practice speaking in English. The game promoting a product is

flexible. It can be used in a variety of teaching theme contexts. This can adjusted to the content of teaching to be taught according to their respective contexts.

C. *Teaching Speaking by Using Games Promoting a Product*

In using games to teach, students can get the function of the game is to master speaking skills. By using the game they can get many life skills as follows; authentic experience, student engagement, social and life skills. The game promoting a product is a game that lures students to promote a product which they have to explain in front of the class how to do it: First determine some objects for the student, the researcher will give examples such as laptops, shoes, cellphones and others that they bring to school. The student's task is to explain the product brought; the advantages, is there a discount, the price of the product, what makes the product more special.

This is a list of steps in using game Promoting a Product;

1. The researcher prepares the student's name on the paper to do the raffle
2. The researcher raffle names of students by choosing 1 paper containing the names of students to come to the front of the class promoting a product that have been prepared by students
3. When finished, the student who recently promoted his product raffle 1 name of his other friend
4. Then the students who have been raffle come to the front of the class to promote their products again and so on
5. The student's task is to explain as much as possible that their product is the best product, of course explaining in English.

D. *Several Related Previous Studies*

Rodiyal Ihsan (2022) from STKIP Muhammadiyah Sungai Penuh. She conducted a classroom action research entitled "Improving Students' Speaking Skill through Card Games" at the Eight Grade students of SMP Negeri 22 Kerinci. The research findings prove that card games could improve the students' speaking skill. The improvement of students' speaking skill includes: a) the students ought to make description primarily based at the fabric in simple sentences b) the students may want to assemble a few sentences into accurate grammatical arrangement of quick description c) the students loved and had been interested in the classroom d) the students have been right enough to pronounce some words e) the score is progressed from 66,42 for pre-test, 70,83 for posttest in cycle I, to 78,33 for post-test in cycle II. The result of the study shows that the implementation of card games is a success to enhance students' speaking ability. Her observe has several similarities with the researcher research. First, the ability which being centered is speaking skill and both research the usage of communicative language as a technique that's being implemented. Second, each research amassed the facts based on qualitative research that's reinforced through quantitative reseachs but, there also are several differentiation of both research. First, the grade of the class within the research. Rodiyal carried out the research for the eighth Grade students of junior high students, even as the researcher would put into effect the research for the second grade of vocational students. Second, the kind of game that is used in the research. Rodiyal used the card games, at the same time as the researcher used games promoting a Product.

The tenth study is the research of Mohammad Fikri Nugraha Kholid (2022) PGRI Bandar Lampung Teacher Training College, who conducted research entitled "Collaborative Learning: A Strategy for Improving Students' Speaking Skills". The findings show that collaborative learning can improve students' speaking ability because this strategy can increase their engagement, confidence, and critical thinking to deliver their ideas in classroom activities. The similarity of this research with the researcher's research is on the skills that are focused on speaking skills and the same as using classroom action research. However, there are also differences from the two studies. Mohamad Fikri Nugraha Kholid using Collaborative Learning, while the researcher uses

Games Promoting a Products and Mohammad Fikri Nugraha Kholid uses his research on students at UIN Raden Intan Lampung and the researcher applies it to eleventh grade students of Vocational High School.

3. METHOD

In Classroom Action Research, there would be some cycles the researcher needed to go through in order to gain significant increasement although it is possible for the cycle to be finished in one try but it rarely happens. Usually a teacher would discover problems in the lesson plans or in the data of research subject, such as; there is no significant increasement in students' speaking skill.

This research turned into a classroom action research (CAR). In line with Angelo and go (1993: 1) "classroom action research is a systematic inquiry with the purpose of informing practice specifically situation". It approach that classroom action research is a way for teachers to discover what works nice in their very own classroom situation, therefore permitting knowledgeable selection approximately teaching. Furthermore, Corey (1993:1) defined that action research because the procedure through which practitioners observe their own practice to clear up their problems. It method that action research changed into a collaborative hobby wherein practitioners paintings collectively to help each other design and carry out investigation inside the classroom.

The point of interest of this studies become classroom action research. The motive become to clear up the speaking issues that faced via teacher inside the classroom. In this example, encouraging the teacher to end up concerned in her or her personal exercise and to view her or herself as researcher. As said earlier than that action research in this take a look at was performed in a category and carried out with the aid of a teacher and students as participant.

The participant changed into the second grade of SMKS Muhammadiyah 04 Medan. This class consisted of 34 students. They had been 17 boys and 17 girl. The researcher pick this class because based totally on the remark, they were very enthusiastic in have a look at English, especially come across new thing, as an instance when they recognize that they might gain knowledge of by way of the researcher in speaking class.

On this research, the researcher used three sorts of instruments to gather the data. First off, observation sheet turned into monitoring with systematic phenomenon which investigated. The researcher discovered the teaching getting to know manner and drawing end of something occurred in teaching-gaining knowledge of technique. Secondly, speaking oral check became any series of questions or events or different way of measuring the students' speaking skill. The researcher applied four steps method, this model was adopted from Kemmis and Mc Taggart (in Burns, 1999: 32) who said that the model of action research is include 4 steps in a procedure. There were as follows:

a. Planning.

The researcher prepared everything wished in doing the action, as an example he prepares a lesson plan, the material that used within the action, and she additionally organized the assessment material after accomplishing the action to present statistics whether or now not the speaking growth. on this segment, the researcher changed into planned all of the material and instruments wanted for the research to remedy the troubles locate within the procedure of pre-observation and pre-test. First, the substances which plan to implement is select based totally at the curriculum use in the school. The researcher was design the games based on the ones materials.

b. Action.

After preparing the lesson plan, the material and the evaluation, the researcher implemented the plan. In this study, the researcher implemented games promoting a Product in teaching speaking. She also give pretest, the material and the end of the study she did the post test.

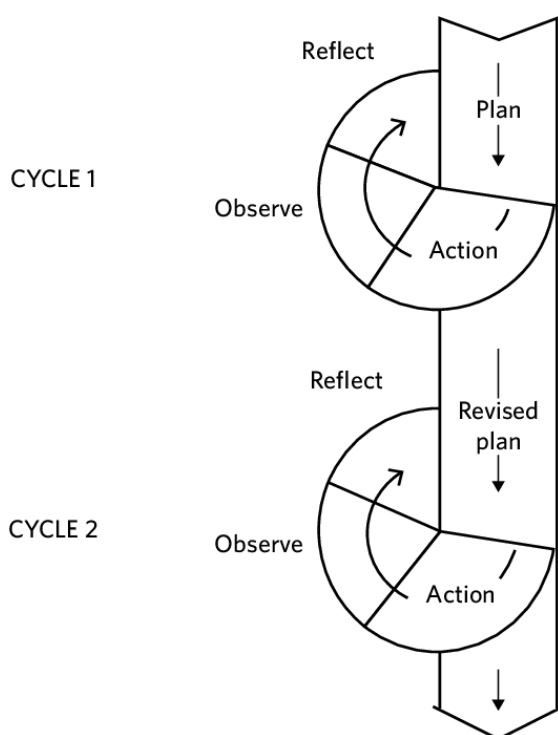
c. Observation.

The researcher observed the effects of the critically informed action in the context in which it occurs. Beside that the researcher also make the observation sheet about the process in teaching learning process. The researcher observed the English teachers' opinion about the teaching speaking process before and after the implementation of the technique based on the observation checklist. As same as the teacher' opinion, the researcher also observed the students' opinion about the learning speaking process before and after the implementation of the technique based on the students' tests score.

d. Reflecting.

After doing the observation, the researcher continued to the next step namely reflection. In this step the researcher reflect how the teaching learning process runs. The function of reflecting was to know the weaknesses and the strengths of the action. She also prepared the other planning if the action was not improved the students' speaking skill.

The researcher applied the model of this action research as follow:



Kemmis and McTaggart model (1988:11-14, cited in Burns 2010)

The standards of students' rating consistent with Arikunto (2010: 245) are on the subsequent table.

No	Score 100	Score 10	Symbol	Criteria
1	80-100	8,0-10,0	A	Very Good
2	66-79	6,6-7,9	B	Good
3	56-65	5,6-6,5	C	Enough
4	40-55	4,0-5,5	D	Low
5	30-39	3,0-3,9	E	Failure

To search for the percentage of the rating, the researcher used the percentage components below:

$$\text{percentage} = \frac{\text{freq}}{N} \times 100$$

The mean of the students' rating within the pretest and posttest could be calculated with the formula as follows:

Arikunto, (2010:164) in which:

$X = \frac{\sum X}{n}$	$Y = \frac{\sum Y}{n}$
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X: Mean of pre test scores

Y: Mean of post test scores

N: Number of subject

$\sum x$: The sum of pre-test score

$\sum y$: The sum of post-test score

Finally, via reading the statement end result and take a look at result, the researcher have been capable of draw a conclusion whether or not or now not games promoting a product can increase students' speaking skill. If nearly students gave superb responses to the teaching studying activities and their publish-take a look at score was higher than pre-take a look at score, the implementation of games promoting a product turned into a success however if the scholars give poor responses for the duration of the lesson and their post-test turned into lower than pre-test, the implementation of games promoting a product was now not a success.

4. RESULT AND DISCUSSIONS

Based on the previous observation before doing this research the researcher got some data about the students' condition of the class, including the problem faced by the students in learning English especially for speaking. Based on interviews between researcher and students, it was too difficult to speak, because English seems like a scared subject for them and some students learn English subject when they are in Vocational high school.

Primarily based on the result of the pre-research check and statement before accomplishing the research, researcher located that the common of students' rating become 53, 64. It indicated that the students did not attain the maximum criterion rating. Then after imposing the games promoting a product in teaching getting to know procedure and the researcher found the enormous evaluation of students' achievement in each cycles, as follow:

A. Post-test Cycle 1

The researcher gave post-test in each assembly of each cycles one and two primarily based on the result of the post-test a look at 1, researcher found that making use of games promoting a product gave good sized development in students' speaking skills. It was proven by using the students average score in post-test 1 was 68, 94. It indicated that there has been a big increased mean score from 53, 64 in pre-studies test to 68, 94 in post-test. It could be seen as following Table:

Table 2 the evaluation of students' speaking rating
Pre-Research Test and Cycle I

Students' Average Score in Pre Research Test	Students' Average Score in Post-test Cycle I
53,64	68.94

In this phase, the researcher analyzed the students' improvement and achievement based on their test score. The researcher also reflected the result of the implementation of the modified action and decided whether to do further action or not. The first cycle showed some progress and improvement in students' speaking skill, although the target is not accomplished yet.

It is able to be concluded that the usage of games promoting a product in teaching speaking can increase the students' speaking skill even though it did no longer find a target yet. Furthermore, the students' speaking progress might be indicated from the expanded of students' percentage score, as following chart:

Figure 1 the Percentage of Students'
Speaking Score in Cycle I



The figure above proven that the percentage of students' speaking rating in cycle I was top sufficient. it is able to be recognized from the result that there were (23, 52%) of students got Very Good, (44, 11%) of students were given Good score, and there have been (32, 35%) students got enough score and there were no students got low and failure. It need to be concluded that there was great increasement of students' speaking skill after making use of games promoting a product method in cycle one. The researcher classified students' score into table below.

Table 3 the Classification of Students' Speaking Score in Cycle I

No	Score	Frequency	Criteria
1	80-100	8	Very Good
2	66-79	15	Good
3	56-65	11	Enough
4	40-55	-	Low
5	30-39	-	Failure

The table above shown that best 8 students got 80-100 (very good), 15 students were given 66-79 (good), and 11 students nevertheless got 56-65 (enough), and there was no students got 40-55, 30-39 (low and failure). It can be visible that there was increasement of students' score in cycle I. Then researcher were given the common students' rating in cycle I.

Based on the problem that the researcher still found some problems in the first cycle, researcher needed to conduct the second cycle. The problems in cycle one was students' difficulties in memorizing and pronouncing the vocabularies which used the speaking activities should be solved. It seemed necessary for him to use the same method but in different way. The researcher should give more time for vocabulary activity and pronouncing words or sentences. He should also lessen the activities but stimulate the students to be more active.

B. Post-test Cycle 2

Based totally on the result of post-test in cycle 2, researcher located that the students' achievement were given extra increasingly than preceding cycle. The common of students' speaking score turned into 79,52 which indicated that there has been giant progress of students' rating from the post-test in cycle I. the comparison of the students speaking average score as follow:

Table 4 the Comparison of Students' Speaking Score Cycle I and Cycle II

Students' average score in Posttest Cycle I	Students' average score in Posttest Cycle II
68.94	79.52

After getting the result of speaking test, in this phase, the researcher felt satisfied that the implementation of Games Promoting a Product had shown significant increasement towards students' speaking skill. Students' vocabulary, grammar, pronunciation, fluency, and comprehension increase significantly.

Primarily based at the progressing of students' circumstance and students speaking score, it may be concluded that games promoting a product the students seemed greater energetic and they were simpler to describing something. In saying some phrases they were given fewer errors and they have been right enough in arranging the sentences. The researcher additionally determined that the students' enthusiastic to comply with the class pastime. They more revel in and felt satisfied when the lesson implemented games promoting a product. Besides that, they felt less difficult to make description, because they could make description primarily based at the product that they promote. It indicated that there was increasement in students' speaking skill by using of games promoting a product.

Furthermore, there were some contrast among first and second cycle here. It covered the class situation and the students' comprehension. In second cycle, the class situation changed into greater loosen up, students had greater time to speak about in peer. While the students did the games, from time to time the researcher asked their difficulties and gave guidance in doing the games. It made the students experience revel in and there had been no intimidation in doing the learning activities. It additionally made the students felt closer with the researcher, in order to lessen doubted when expressing their opinion. Those increasements will be proved with the aid of the percentage of students' score on the diagram underneath:

Figure 2 the Percentage of Students' Speaking Score in Cycle II



The figure above proven that the percentage of students' speaking score in cycle II became superb. It is able to be recognized from the result that there have been (58, 82%) of students got very good score, (41, 17%) of students were given good score, and there were no students got enough, low, and failure. it may be concluded that there has been significant increasement of students' speaking skill in cycle II. Then, the researcher categorized students' score into table beneath.

Table 5 the Classification of Students' Speaking Score in Cycle II

No	Score	Frequency	Criteria
1	80-100	20	Very Good
2	66-79	14	Good
3	56-65	-	Enough
4	40-55	-	Low
5	30-39	-	Failure

The table above indicated that there 20 students got 80-100 (very good), 14 were given 66-79 (good), and there has been no students got 56-65, 40-55, 30-39 (enough, low and failure). it is able to be seen that there was an increasement of students' rating from cycle 1 to cycle 2. it is able to be concluded that the imposing of games promoting a product ought to boom the students' speaking skills.

- C. Discussion

The last step of action research become discussing the end result of the research with the collaborator as a final mirrored image. The teacher and the researcher concluded that games promoting a Product in teaching was an effective way to increase the students' speaking skills. The research finding resulted the increasement of the students' competence and class room state of affairs. There have been a few increasements of students speaking skill which will be seen from the speaking activities. The student's motivation to engage the speaking increased. This is line with one of the criteria of a hit talking activity in line with Ur (1996: 120). It could be visible from students' participation in appearing the task. Every other criterion of a successful speaking pastime which changed into completed is that students speaking a lot. Beside that the research found that the students did the homework, the students paid interest and they tended to be lively inexperienced persons. From the analysis of the suggest rating of the speaking skill test, it can be concluded that the use of games promoting a product in speaking class does increase the students' speaking skill.

Tables 6 the Mean Score of the Test

Pre-Research test mean score	Post-test I mean score	post-test II mean score
53.64	68.94	79.52

The situation in the class before implementing the action was described as some students were busy with themselves, especially the students at the back. They did some useless activities, such as talking with other students or disturbing their friends. After implementing the action, the class situation became more active and enthusiastic. They focused on the material which was used through short text. The other differences after using games promoting a product in speaking class could be seen when the researcher asked them to made description about favorite thing. Some of them tried to do their exercise in pairs. It made the class was noise because they discuss with their friends if they had problems. But this situation could make the class more alive. It is supported by the theory from Littlewood (1998: 43) that the learners must pay greater attention to the social as well as the functional meanings that language conveys. It also means that the activities in the classroom tend to give students with the kind of real communication situation. Then, the language which was used by the other students to share their problems and give solutions of the problems is inacceptable level.

5. CONCLUSION

Based totally at the discussion inside the previous pages, the researcher drew conclusion that the usage of games promoting a product can improve the students' speaking skill at the 11th grade students of SMK Swasta Muhammadiyah 04 Medan in academic year 2023/ 2024. The primary turned into about the solution of the research problem: can using games promoting a product boom students speaking skill. After the researcher analyzed the end result of the action research, it is able to be visible that using promoting a product can beautify the students' speaking skills during the teaching mastering procedure.

Furthermore, Games Promoting a Product increased students' speaking skill by giving the students chance to converse in English by Games Promoting a Product. The game was also gave the students motivation to keep talking in English during the lesson. Two cycles of CAR and end with playing the Games Promoting a Product in the second cycles successfully increased students' speaking skill.

After concluding the result of the study, the researcher would like to give some suggestions, as follows:

- A. For English Teacher, speaking for most students is considered to be a difficult subject. The students felt worry and shy when they are asked to speak. It deals with the way of the teachers in teaching speaking. The teachers have to use the suitable technique and method unless the students will get bored then fail in the subject. That is why the teachers should apply games promoting a product in teaching speaking. By using games, the student will not be bored. Automatically the teaching and learning process can run well and the objectives can be achieved.
- B. For Students, they should not be afraid of making many mistakes in speaking. They learn by doing. If they got mistakes it could make them study from their mistakes to be the best. Besides, the students should practice by themselves at home so that their speaking skill will get better and better.
- C. For other Researcher, the research the implementation of games promoting a product in increasing the students' speaking skill. Its miles anticipated that the result of the have a look at can be used as extra reference for similarly research who will conduct the take a look at in distinctive context as contribution in teaching English specially speaking.

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