

The Effect of Pantomime Games in Improving EFL Students' Speaking Ability

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Abstract

Based on researcher observation, the students may be confused about what to speak although they know the topic which has been given by their teachers. They are confused to speak their ideas about the topic. They tend to difficult to memorizing vocabulary and error grammar because they do not interest in English learning. So, based on the students' problem that they are faced, the writer wants to apply games in teaching English especially teaching speaking. The objective of the research is to see whether there is a significant effect of the use of pantomime game media on the speaking ability of the students. Based on the findings of research conducted in class VII at Junior High School Number 20 Bengkulu Selatan in Academic Year 2021/2022, the researcher can draw the following conclusions : 1) The average score in experimental class that used Pantomime Games is 76.2; while in the control class that only used teaching material derived from printed books without any auxiliary media and strategies are 74.5. Thus, it can be said that the experiment class showed a higher average result than the average score in the control class. 2) Pantomime Games to improving Students' Speaking ability indicated by scores they get and from students' responses to three meetings teach activities. It can be concluded that students enjoy the Pantomime Games. So, the researcher concludes that there is an effect on the Speaking Ability who teaches using Pantomime Games. This indicates that the research question has been answered.

Keywords: Pantomime Games, EFL Students', Speaking Ability

Abstrak

Berdasarkan pengamatan peneliti, siswa mungkin bingung harus berbicara apa meskipun mereka tahu topik yang telah diberikan oleh guru mereka. Mereka bingung untuk mengungkapkan ide-ide mereka tentang topik tersebut. Mereka cenderung sulit menghafal kosakata dan kesalahan tata bahasa karena mereka tidak tertarik dengan pembelajaran bahasa Inggris. Jadi, berdasarkan masalah yang dihadapi siswa, penulis ingin menerapkan permainan dalam pengajaran bahasa Inggris khususnya pengajaran berbicara. Tujuan dari penelitian ini adalah untuk melihat apakah ada pengaruh yang signifikan dari penggunaan media permainan pantomim terhadap kemampuan berbicara siswa. Berdasarkan hasil penelitian yang dilakukan pada siswa kelas VII SMP Negeri 20 Bengkulu Selatan Tahun Pelajaran 2021/2022, maka peneliti dapat mengambil kesimpulan sebagai berikut: 1) Rata-rata nilai siswa kelas eksperimen yang menggunakan Pantomime Games adalah 76,2; sedangkan pada kelas kontrol yang hanya menggunakan bahan ajar yang berasal dari buku cetak tanpa adanya media bantu dan strategi adalah 74,5. Dengan demikian dapat dikatakan bahwa kelas eksperimen menunjukkan hasil rata-rata yang lebih tinggi daripada rata-rata skor pada kelas kontrol. 2) Permainan Pantomim untuk Meningkatkan Kemampuan Berbicara Siswa yang ditunjukkan dengan skor yang diperoleh dan dari respon siswa terhadap tiga pertemuan kegiatan mengajar. Dapat disimpulkan bahwa siswa menyukai Pantomime Games. Jadi, peneliti menyimpulkan bahwa ada pengaruh terhadap Kemampuan Berbicara yang mengajar dengan menggunakan Pantomime Games. Hal ini menunjukkan bahwa pertanyaan penelitian telah terjawab.

Kata Kunci : Permainan Pantomim , Siswa EFL , Kemampuan Berbicara

INTRODUCTION

English is one of the favorite subjects in some schools, but sometimes some students don't like this subject because of the situation in the class is boring. In Indonesian, English is a foreign language. Thus, it is a common problem because the students are not responsive when the teacher gives more explanation or avoid instruction with their teacher.

Learners will be enjoying if there is interaction in language learning between teacher and students in class. The interactive class is the result of mutual interaction between teachers and students, among students, group discussions and other class participation. Interactive class is efficient for students, because they can increase their language store, have opportunity to understand and use the language that is incomprehensible, help them learn the target language easily and quickly (Liu & Zhao 2010:22).

Dewi (2016:33) in Parmawati and Inayah (2019:64) states that there are several factors that make the student speaking skills to not work as follows: a) English is not used outside the classroom or in the community as a foreign language, b) Lack of exposure to language English in the community and environment, c) learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English speaking to continue education or tourist visit. However, in reality it is difficult for teachers to improve their students to learn English because to inviting the students for learn English is not enough just by giving motivation, but it has other reasons and problem like: students are shy about displaying their abilities, there are many students in the class makes it difficult for teachers to focus on teaching English, and in practice students are less interested in learning English. Because learning English is such a difficult task.

So that in the end the teacher gets a big challenge to find ways and techniques so that students can be motivated and active in learning English. One technique that can be used is by using games, like pantomime games. According to Siswanto, et al (2014:12) pantomime is a clue that the players express themselves through gestures that express various ideas without the medium of words through his creative imagination in improving students learning activities in learning Indonesian. At school the basis of pantomime can be given by imitating other people's pantomime, and imitate real deeds.

By using games, the teachers can make another atmosphere or better situation in a class that will improve the students to learn. Improve student's motivation by using games in learning process will make learning better because they have some feeling that they have making improvement and games can make students fun, so it can omit their fear of learning English. (Richard, 2006:240).

METHODS

This study used quasi-experimental research. According to Sugiono (2017:72), Quasi-experimental research research is research that begins with the collection of data, continues with the interpretation of the data, and ends with the presentation of the final results in the form of numbers. Quasi-experimental research methods are described as a research method based on the positivist philosophy that is used to test hypotheses about a particular population or samples, sampling is usually done at random, data collection is done with research instruments, data analysis is quantitative or statistical to put proven hypotheses to the test the positivist theory holds that truth can be categorized, that phenomena are relatively fixed, concrete, observable and measurable, and that the relationship between symptoms is causal. In most cases, research is conducted on a single representative population or sample.

The research conducted on the first grade students of SMPN 20 in Bengkulu Selatan. The population in this study were grade 1 students at SMPN 20 Bengkulu Selatan. In this study, one

class will taken namely, grade 1A with 30 student and 1C with 30 students. The sampling technique used in this study will use the purposive sampling technique, the samples used in this study are class 1A and 1C which collected 60 students. Class 1A as the experimental class and 1C as the control class. Researchers took samples of classes 1A and 1C because the achievements between local 1A and 1C were almost the same so that where this research was carried out researchers would find the influence of fiction film media because there is no difference between classes 1A and 1C.

RESULTS AND DISCUSSIONS

Results

1. Experiment Class

The pre-test and post-test of the 30 students from class VIIA in first grade 2021/2022 SMPN 20 in Bengkulu Selatan as the experimental class. The sum of the pre-test score is 1976 with the average score of the pre-test is 65.8. However, from the experimental class, the lowest scored gained of speaking pre-test is 52 while the highest scored gained is 92.

For the post-test score, it is gained after the experimental class got using Pantomime Games. The data showed the score of the 30 students of class VIIA in first grade 2021/2022 SMPN 20 at Bengkulu Selatan. The sum of the post-test score is 2286 with the mean score of the post-test is 76.2. Moreover, the lowest score of the post-test of class VIIA is 64 while the highest score of the post-test of class 8.3 as experimental class is 96 after implementing using Pantomime Game as a treatment in Improving EFL Students' Speaking Ability.

2. Control Class

The score of 30 students from class VIIC as the controlled class. This class didn't get any treatments during teaching and learning process. Based on the data above, the total score of the pre-test of class control is 2030 with the mean score is 67.6. Moreover, the lowest score of pre-test in this class is 52 while the highest score is 92.

From the table above, it also showed the sum of the post-test score of the controlled class is 2236 with the mean of the post-test score of the class is 74.5. In addition, the lowest score of pre-test of controlled class is 60 while the highest score is 96. Also, based on the data of Table 4.2, the students' speaking score of post-test of controlled class having little increases by 2.26 from the pre-test score.

Further, in order to see the differences of the score of pre-test and post-test from both classes, the researcher presented the diagram below based on the of pre-test and post-test from experimental class and controlled class. From the diagram, it was clearly that experimental class got higher score than controlled class in the post-test.

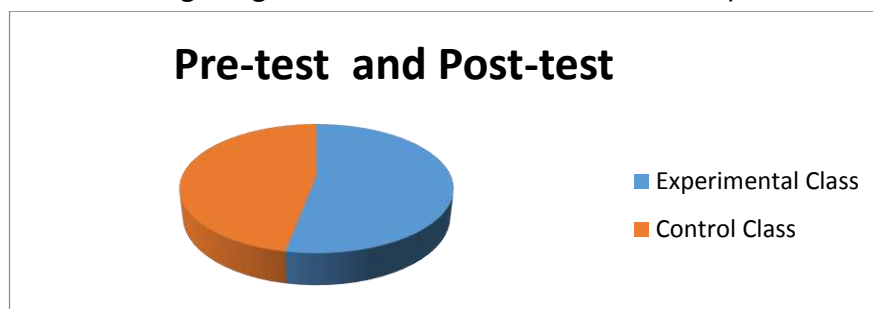


Figure 1. The Diagram of Pre-Test and Post-Test from Experimental Class and Controlled Class

In addition, it was also presented the diagram of gained score from both classes. It showed that the experimental class gained the higher score than the controlled class.

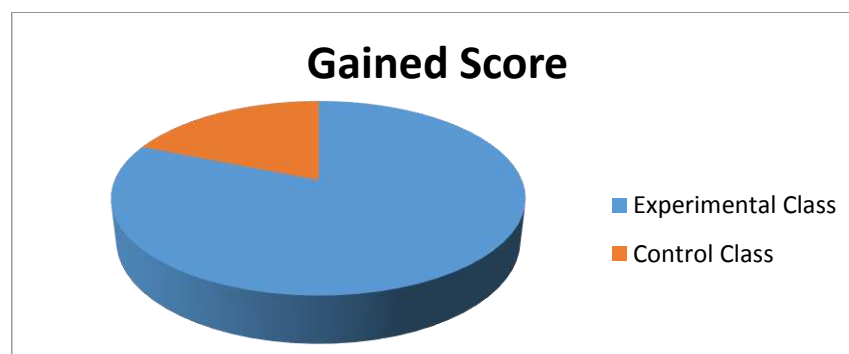


Figure 2. The Diagram of Gained Score of Experimental Class and Controlled Class

Discussions.

The discussion of the research results is carried out in order to provide an explanation and description of the results of this research. The discussion contains a research of findings related to research so that it can be seen to determine whether there is a significant effect of using Pantonime Games to Improving EFL Students' Speaking Ability. Previously, the teach of speaking started by using Pantonime Games in the experimental class while in the control class without using strategies and auxiliary media. The measurement of students' initial abilities called the pretest was carried out in three meetings both in the Experiment class and in the control class. Then given treatment in the Experiment class, the treatment was given three times. After being given treatment, students measure the final ability called post-test in three meetings. The researcher provided treatment instructions using Pantonime Games to Improving EFL Students' Speaking Ability.

In this research, students who were taught using Pantonime Games to Improving EFL Students' Speaking Ability had an average pre-test and post-test score after being given treatment which showed a significant increase. This can be seen from the average value of the pre-test in the Experiment class is 65.8 and the average value of the post-test is 76.2. In the control class the mean value of the pre-test was 67.6 and the post-test was 74.5. This shows that the experimental class has increased. Based on the explanation above, it can be concluded that teaching students' using Pantonime Games to Improving EFL Students' Speaking Ability has a significant effect on students' reading comprehension.

Based on a comparison with previous research, this study has the same theme, as research conducted by Febria Afia Rahma (2015). Entitle: "The effectiveness of using English songs from YouTube towards students' vocabulary mastery". According to research by the Febria Afia Rahma (2015), the English songs from YouTube are effective in improving students' vocabulary mastery. Then the previous research conducted by Susanti, 2016. This research was done using an experimental quantitative research format which is referred to as true experimental design. One is the experimental group (EG) and the other is the control group (CG). It can be concluded that the students who were taught by the STT have a better performance than those who were not. As a follow up for this research, it is suggested that English teachers should use various techniques in teaching. The Snowball Throwing Technique can be alternative to be applied by the teachers. The third, by Siti Nur Khaliza 2021, the title is The Effect of Speaking Skill by Using Snowball Games (A pre-Experimental research Design at the 8th Grade of SMPN 1 Balocci). The research used a pre-experimental research with Quantitative design using snowball games to improve students' speaking skill. The research procedure includes pre-test, treatment and post-test. In this study it was also found that students' scores increased when using strategies in the learning process.

From the results of this research, it can be concluded that the Improving EFL Students' Speaking Ability in the experimental class who were taught using Pantomime Games, experienced a significant increase. The instructions reversed managed to reveal the difference. This study also proves that using Pantomime Games to Improving EFL Students' Speaking Ability at Junior High School Number 20 Bengkulu Selatan in Academic Year 2021/2022, especially in Speaking Ability. In Speaking Ability during teaching more effectively and efficiently, with this model students are more interested in the lesson.

The researcher concludes that there is an effect on the Speaking Ability who teaches using Pantomime Games. This indicates that the research question has been answered. Evidenced by the students' scores in table 4.1 in the experimental class data session that, students' Speaking Ability score of post-test of experimental class there was an increase in that there was one student who managed to answered all the questions correctly. In the experimental class also got the highest difference score of 30. Then, it indicates that after using Pantomime Games in the teaching students' Speaking Ability at the experimental class, the using of Pantomime Games is affects to Improving EFL Students' Speaking Ability. While in the control class (see table 4.2), there was also an increase in score but it did not dominate, some even previously scored 67.6 in the pre-test and then changed to 74.5 in the post-test. This proves that in the class control students still have a lot of difficulties in understanding the Speaking, causing them to be lack of confidence to start a conversation, lack vocabulary, and lack of fluency in pronunciation.

CONCLUSIONS

Based on the findings of research conducted in class VII at Junior High School Number 20 Bengkulu Selatan in Academic Year 2021/2022, the researcher can draw the following conclusions :

1. The average score in experimental class that used Pantomime Games is 76.2; while in the control class that only used teaching material derived from printed books without any auxiliary media and strategies are 74.5. Thus, it can be said that the experiment class showed a higher average result than the average score in the control class.
2. Pantomime Games to improving Students' Speaking ability indicated by scores they get and from students' responses to three meetings teach activities. It can be concluded that students enjoy the Pantomime Games.
3. Students become more active and participate in the learning process. Therefore, a Pantomime Games can be an alternative teaching strategy for teacher in teaching Speaking Ability, especially on EFL Students'.

In conclusion, it can be stated that the used of Pantomime Games In Improving EFL Students' Speaking Ability is effective, because students also like learning used Pantomime Games in the First Grade of Junior High School Number 20 Bengkulu Selatan in Academic Year 2021/2022.

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