

# THE EFFECT OF USING TABOO GAME TO NINTH GRADERS' SPEAKING SKILL

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## ABSTRACT

*This study was conducted to improve the ninth graders' speaking skill. To attain the objective, an experiment was conducted at SMP Pangudi Luhur Jakarta. Thirty five students in the control group were taught speaking in the conventional way, while the thirty nine students in the experimental group were taught by using taboo game. The data collected using tests in both groups were analyzed by using SPSS 15.0 program. The results revealed that there was a significant effect of the implementation the taboo game to the ninth year students' speaking skill. It was indicated by the result of the statistical calculation that the  $t_{count} (=19.395) > t_{table} (=1.992)$  with sig. level  $(=0.05)$  and d.f  $(=76)$ . Through the calculation the  $H_0$  was rejected and  $H_a$  was accepted. Based on the findings, it was concluded that taboo game was significantly effective to improve students' speaking skill.*

**Keywords:** *taboo game, speaking skill*

## ABSTRAK

Penelitian ini bertujuan untuk melihat apakah penggunaan *taboo game* berpengaruh pada kemampuan berbicara siswa kelas 9 SMP Pangudi Luhur Jakarta. Untuk mencapai tujuan itu, sebuah eksperimen dilakukan. Kelas kontrol, yang terdiri dari 35 siswa, diajar berbicara dalam bahasa Inggris secara konvensional, sedangkan kelas eksperimen, terdiri dari 39 siswa, diajar dengan *taboo game*. Data yang terkumpul dari kedua kelompok dianalisis dengan menggunakan program SPSS 15.0. Hasil analisis menunjukkan bahwa  $t_{hitung} (=19.395) > t_{tabel} (=1.992)$  dengan sig.  $(=0.05)$  dan d.f  $(=76)$ . Hasil ini mengungkapkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Berdasarkan temuan tersebut, disimpulkan bahwa *taboo game* berpengaruh signifikan terhadap peningkatan kemampuan berbicara siswa.

**Kata kunci:** *taboo game, kemampuan berbicara.*

## INTRODUCTION

Speaking is one of the most important skills to master in every language learning. Rodgers (2003) stated that "speaking is an important ability for the students who study English as a second language based on four skills in English: Listening, Speaking, Reading and Writing" (p. 162). He emphasized that speaking skill is the ability to express oneself in life situation or the ability to report act by using the expression that is in accordance with situation" (2003, p. 92).

Despite its importance, many Indonesian students found speaking skill, quite difficult to master due to many factors. Munjayanah (2004) listed for main factors causing difficulties for learning speaking: inhibition, having nothing

to say, low participation, and use of mother tongue. Inhibition appears because, unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract. Even when they are not inhibited, students often complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. Students also tend to have no opportunity to participate. In the classroom, only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to

dominate, while other speaks very little or not at all. Finally, it is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

Another classification of problems in learning speaking was proposed by Mulia (2008) who emphasized that the most common problem is a lack of practice. Other factors that influence speaking problems are: student's lack of vocabulary, students rarely practice to use English to communicate, low confidence to speak English in class, rare participation in conversational classes, and disinterest in the material. Their low mastery of grammar makes it hard for them to produce grammatically correct sentences.

Some other problems faced by students in learning speaking are difficulty in pronouncing words correctly, low ability in grammar, and low motivation. They rarely practice to use any English words in the class since they have difficulty in pronouncing words correctly. The fact that English is not used in their daily life contributes to their low motivation to interact using English.

Last but not least, another factor that hinders in the learning process is the way of teaching. Many teachers just use conventional way of teaching with monotonous activity, such as doing exercises in the textbook, completing the blank dialogues, rearranging jumbled dialogues. As a consequence, the students are less motivated and getting bored. Moreover, there is so limited time to perform dialogues so that the students do not have appropriate opportunity to actively use English in the classroom.

To solve the problem, it is necessary to provide the students interesting activities that facilitate them to develop speaking skills in an interactive way. One form of such activities is game. Some studies concerning the use of games in language learning revealed that such activities are effective to help students practice to master speaking. Mariyana's (1999) study showed that by using games, the students became more interested, actively involved and motivated in the learning activities. Games also help the students in building a good relationship with their friends as well as increasing their achievement in learning English.

Nurisnaini (2000) found out that games are effective strategies in improving the students'

participation in the classroom activities. Furthermore, Huyen and Nga (2003) claimed that games have been shown to have more advantages and effectiveness in learning speaking in various ways. First, games bring relaxation and fun for the students, thus help them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested in the activities. These create the motivation for learners of English to get involved and participated actively in the learning activities. Third, games bring real world context into the classroom and enhance students in using English language in a flexible and communicative way.

Teaching speaking should be more interactive to keep students interested in the lesson. Games can be used to practice speaking in the classroom. Games are effective teaching tools which create opportunities for students to communicate in

a relaxed, friendly, and cooperative environment. According to Cross (1992) and Martin (2000), games reduce tension by adding fun and humor to lessons, and they add an element of competitiveness that motivates students to participate. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful. Cross (1992) argued that when students are absorbed by games, they acquire the essential vocabulary, grammar, and other aspects of English unconsciously because they are focused on the message and not the language itself (as cited in Cervantes, 2009). Importantly, games provide a perfect opportunity for the teacher to take the backseat and let the students do the talking.

Realizing the effectiveness of game to improve students' speaking skill, the researcher in this current study would like to see whether taboo game (a word guessing game made by the teacher where the partners guess the keyword on the card without using the keyword itself or additional words (taboo words) listed on the card) as complementary teaching activity significantly improve the ninth graders' speaking skill. The study addressed the following problem statement: Is there any significant effect of using taboo game to the ninth graders' speaking skill at

SMP Pangudi Luhur Jakarta? It is hope that this experiment research will shed light on the way and the benefits of using game in teaching speaking.

In the line with the problem statement above, the hypothesis to be tested in this study were stated as follows. (1)  $H_0$ : There is no significant effect of using taboo game to the ninth graders' speaking skill at SMP Pangudi Luhur Jakarta. (b)  $H_a$ : There is a significant effect of using Taboo game to the ninth graders' speaking skill at SMP Pangudi Luhur Jakarta.

## METHODOLOGY

This study is an experimental research conducted in two months (March to April 2013) at SMP Pangudi Luhur Jakarta. The participants of the research were class IX A (39 students) and IX B (35 students). Their English speaking skill was approximately of the same level. The instrument of this research was a pretest and a posttest. The instruments were in the form of speaking test. Before using the test it was tried out for checking its validity and reliability. It was administered by asking the students to perform a dialogue in pairs by describing things in the classroom. The test was designed using the criteria suggested by Wier (1993) to the test speaking, i.e. appropriateness and fluency. To analyze the collected data, SPSS 15.0 program for Windows was employed.

## FINDINGS

### Description of the Data

The research analysis was divided into two parts. First, the test scores result of control group, the group using conventional method. Second, the test scores result of experimental group, the group using Taboo game. Based on the variable calculation study, the results of the test included the min, max, average and standard deviation mean. The results of the test as follow:

**Table 1. The Control Class' Scores**

Variable	Pre-test	Post-test
Minimum	20	25
Maximum	60	75
Average	44.87	53.58
Standard Deviation	10.03	10.52

Table 1 reveals the results of the students' pre-test and post-test in the control class. The students' pre-test minimum score was 20; the maximum

score was 60; and the students' average score was 44.87. In the post-test the students' scores increased. The students got 25 for the minimum score; 75 for the maximum score and 53.38 for the average score.

**Table 2. The Experimental Class' Scores**

Variable	Pre-test	Post-test
Minimum	20	25
Maximum	60	75
Average	44.87	53.58
Standard Deviation	10.03	10.52

Table 2 describes the scores obtained by the students in the experimental class. In the pre-test the students' minimum score was 25; the maximum score was 65; and average score was 47.79; while in the post-test, the students' scores increased. The students' minimum score was 70, the maximum score was 100; and average score was 86.46 in the post-test result.

### Normality Test

The normality distribution was computed with Shapiro-Wilk Test from the SPSS 15.0 program for Windows in order to find out whether or nor the students' scores on both control and experimental groups were normally distributed. Furthermore, the null hypothesis ( $H_0$ ) of normality distribution test result used in this research indicated that the distribution of the students' scores of the control and experimental groups on post-test were normally distributed. Below is shown the result of the normality distribution of the control class.

**Table 3. Normality Test Results in the Control Class**

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Pre-test	.137	39	.062	.965	39	.254
Post test	.133	39	.200*	.981	39	.733

*\*this is a lower bound of the true significance*

Table 3 presents the results from two well-known tests of normality formula, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. For this reason, the researcher will used the Shapiro-Wilk test for normality test in this research. Based on Shapiro-Wilk test, if the sig. value is greater than 0.05, the data is categorized normal. In contrast, if the sig. value is less than 0.05, the data is not normal. Related to this, the data of this research was normal. Based

on the normality test calculation of the data in this research it was found that the data were normal distribution. It is indicated by the sig. value of the pre-test in control class (=0.06) post-test in the control class (=0.20) as showed in the table above.

Table 4 presents the normality test of the pre-test and post-test in the experimental class. In this case the researcher used Shapiro-Wilk test to compare the sig. value. Based on Shapiro-Wilk test, if the sig. value is greater than 0.05, the data is categorized normal. In contrast, if the sig. value is less than 0.05, the data is not normal. Related to this, the data of this research was categorized normal. It is indicated by the sig. value of pre-test in the experimental class (=0.14), post-test (=0.20) as shown in table above.

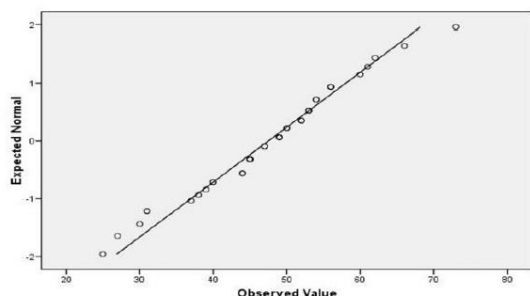
**Table 4. Normality Test Results in the Experimental Class**

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.123	39	.144	.960	39	.184
Post test	.116	39	.200*	.956	39	.131

*\*this is a lower bound of the true significance*

In order to determine the normality graphically, it can used the output of a normal Q-Q Plot graphics. If the data are normally distributed, the data points will be close to the diagonal line. If the data points stray from the line in an obvious non-linear fashion, the data are not normally distributed. The normal Q-Q plot of the data in control and experimental class are figured in Chart 1 and Chart 2.

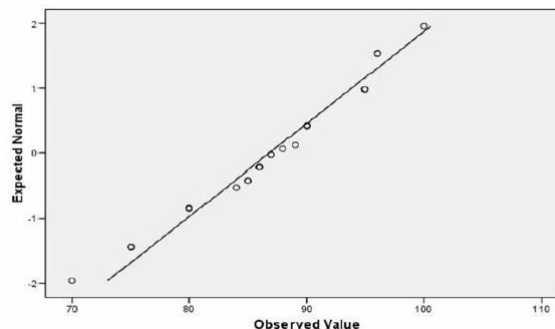
**Chart 1. The Normal Q-Q Plot of the Control Class**



As shown by Chart 1, the data which are normally distributed. It indicates that the points are close to the diagonal line.

Chart 2 also presents the data which are normally distributed. It shows that the points are close to the diagonal line.

**Chart 2. The Normal Q-Q Plot of the Experimental Class**



### Homogeneity Test

To see the variances of the students' score of control and experimental groups, the Levene's test from SPSS 15.0 program for Windows was used in this research. In addition, the hypothesis used in this research was used null hypothesis (Ho) which states that the variances of the control and experimental groups are homogenous. The result of homogeneity variances of both groups is stated as follow:

**Table 5. Results of Homogeneity Test**

Homogeneity test	F <sub>count</sub>	F <sub>table</sub>	Df <sub>1</sub>	Df <sub>2</sub>	Sig.
Levene's test	3.901	1.478	66	76	0.052

The Homogeneity test of the data in this research used Levene's test. This test underlines that if  $F_{count} > F_{table}$ , the data are homogenous. In contrast, if  $F_{count} < F_{table}$ , the data are not normal. Based on the Homogeneity test calculation of the data in this research it was found that the data were homogenous. It was indicated in Table 5 that the  $F_{count}(3.901) > F_{table}(1.479)$  at the level of 95% ( $\alpha = 0.05, df_1=66, df_2=76$ ).

### Hypothesis Test

To test the hypothesis in this research, the researcher used the independent t-test. The aim of independent t-test of is to investigate the mean differences between control and experimental groups. In addition, the hypothesis which was used in this study is shown in table 6. It describes the results of t-test for each of the two groups. In this research, there were 39 participants who responded to the post-test control class, and they had an average scores 53.384, with a standard deviation 10.528. The 39 participants also responded to the post-test experimental class, and they had an average scores 86.464, with a standard deviation 7.026. Independent t-test calculated the  $t_{count}$ , in this re-

search was 19.395; while the  $t_{table}(0.05,76) = 1.992$  with 76 degrees of freedom. The column labeled "Sig." associated with p value in this research, the p value was 0.000.

**Table 6 Results of the Independent t-Test**

Variable	N	Mean	S.D	$t_{count}$	$t_{table}$	df	Sig.
Post-test (Control class)	3	53.3	10.5				
	9	84	28				
				19.3	1.9	7	0.0
				95	92	6	00
Post-test (Experimental Class)	3	86.4	7.02				
	9	64	6				

The statistical calculation results of the hypothesis test indicated that there was a significant effect of playing taboo game to the improvement of the student' speaking skill to the ninth graders at SMP Pangudi Luhur Jakarta. In other words, Taboo game is significantly effective in improving the student' speaking skill to the ninth graders at SMP Pangudi Luhur Jakarta. This was indicated by the statistic calculation in which it indicated that with a significant level ( $\alpha = 0.05$ ), The  $t_{count}$  (19.395), was greater than  $t_{table}$  (1.992) on the degree of freedom was 76. Since  $t_{count}$  was greater than  $t_{table}$ ,  $H_0$  was refused and  $H_a$  was accepted.

**DISCUSSION**

The findings in this study are in line with the results of some studies conducted on the use of games in language learning. According to Mariyana (1999), the use of games made the students more interested, actively involved and motivated in the learning activities. Games also helped the students in building a good relationship with their friends as well as increasing their learning achievement. Nurisnaini (2000) found out that game are effective strategies in improving the students' participation in the classroom activities. In these researches, there was significance different of students' achievement in speaking skill between those who are taught by using game than those who are taught by other method. The mean score of the students in the experimental class were higher than that of the students in the control class.

Based on the data analysis, the researchers interpreted that role play is one

of the most effective ways and which is applicable to be used in teaching learning activities, es-

pecially in teaching English speaking skill. The aim of this research was to find out how significant the effect of playing Taboo game in improving the student' speaking skill to the ninth graders at SMP Pangudi Luhur Jakarta. The data in this research were obtained from pretest and the post-test of the control and the experimental groups. After collecting the data, the researcher perform some stage in order to establish the conclusion, i.e, the normality test, homogeneity test and independent t-test.

To find out whether the sample is normally distributed from the population, the normality test was done by using Shapiro-Wilk test. In the test, if the sig. value is greater than 0.05, the data is categorized normal. In contrast, if the sig. value is less than 0.05, the data is not normal. Related to this, the data of this research was normal. By using SPSS 15.0 program for windows, the normality calculation of the data in this research revealed that the data were normally distributed. It was indicated by the sig. value of the pre-test in control class ( $=0.06$ ), post-test in the control class ( $=0.20$ ), and the sig. value of pre-test in the experimental class ( $=0.14$ ) and the post-test ( $=0.20$ ) (see table 4 and 5).

Besides the normality test, there is one requirement that should be applied in analyzing the data, i.e, the homogeneity test. Using the Levine's test, it was administered to find out whether the variant population is homogenous. This test underlines that if  $F_{count} > F_{table}$ , the data were homogenous. In contrast, if  $F_{count} < F_{table}$ , the data were not normal.

The homogeneity testing of students' speaking skill data from each groups is done by using Levene's test on significance rate  $\alpha = 0.05$ . The result is showed that  $F_{count} 3.901$  is greater than  $F_{table} 1.479$ , at level 95%. After analyzing the normality test and homogeneity test, the hypothesis was tested to see whether taboo game is effective in improving the student' speaking skill to the ninth graders at SMP Pangudi Luhur Jakarta . The Statistical test using SPSS 15.0 program for windows, revealed it seen that the use of Taboo game was significantly effective in improving the student' speaking skill to the ninth graders at SMP Pangudi Luhur Jakarta, as shown by the results of independent t-test using statistic at significant level ( $\alpha = 0.05$ ), which resulted that  $t_{count}$  (19.395) was greater than  $t_{table}$  (1.992) on the degree of freedom of 76. Based on these findings, the researchers concluded that Taboo game is a good method in improving students' speaking skill in learning English.

## CONCLUSION AND SUGGESTION

The findings of the research showed that taboo game could be beneficial in improving students' speaking skill. It can be seen from the data obtained in this research. The data showed that there was an improvement on the students' speaking skill. It was indicated by the  $t_{\text{count}}$  (19.395) higher than  $t_{\text{table}}$  (1.992), meaning that there is a difference between experimental and control groups. Moreover, the data from the calculation of the effect size indicated that having been implemented taboo game significantly improved the ninth graders' speaking skill.

Realizing its high effectiveness, Junior High EFL teachers are recommended to use the game. As the taboo game facilitates meaningful teaching and learning and creates interesting and fun activity, it is really an effective alternative. It will help the students enhance their motivation to learn and be involved in the teaching-learning process actively.

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