The Implementation of Find Someone Who Games on the Students Speaking Ability

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ABSTRACT

This study aims to investigate the impact of implementing Find Someone Who games on the speaking ability of students in the 8A class of SMP IT Al Izzah Sorong. The research employed a Classroom Action Research (CAR) design to observe the effectiveness of using interactive and engaging language learning activities in improving students' speaking skills. The participants of the study were 30 eighth-grade students from 8A class who were involved in the Find Someone Who games during English language lessons. The research was conducted over a period of six weeks, with data collected through speaking assessments, observations, and student feedback. The findings of the study revealed a significant improvement in the students' speaking ability after the implementation of Find Someone Who games. It can be seen from the pretest mean score was 70.58. In cycle one posttest, the score improved becoming 78.67 and in cycle two posttest become 82.45. The interactive nature of the games encouraged students to engage in meaningful conversations, practice speaking in English, and build confidence in expressing themselves orally. The results suggest that incorporating interactive language learning activities such as Find Someone Who games can be an effective strategy to enhance students' speaking skills in the language classroom.

Key words: Speaking Skills; Find Someone Who Games

INTRODUCTION

Speaking is a language skill that pupils should be able to acquire if they want to be effective communicators. Speaking is the verbal use of language to interact with people (Fulcher, 2003). Speech involves making decisions. Students must decide how to communicate to express themselves and build relationships with others through speech. Speaking enables us to interact with others and communicate our ideas and emotions (Rabiah, 2012). We use both formal and informal speaking abilities in a variety of situations throughout our lives. Speaking skills can be divided into two categories: formal and informal. For interactions with friends and family, informal speaking abilities are crucial.

Building pupils' confidence before speaking is more important than teaching them proper grammar when it comes to speaking. According to Jaya (2022) the biggest challenges they encountered when developing speaking skills were a lack of vocabulary, poor pronunciation, a lack of speaking confidence, and a fear of making mistakes.

Based on the observation at eight grade especially at 8A class of SMP IT Al Izzah Kota Sorong, the students have problem in speaking. They feel embarrassed to speak in front of their friends or in public, because they are afraid of being laughed at by other people. The other problem of speaking in this class was they felt it was too complicated to learn because when they learn English they cannot adjust their tongues to be able to pronounce the words. The lack of vocabulary made the students speaking ability getting worse.

To solve the problem, the researcher intended to use a particular type of game called Find Someone Who places an emphasis on giving students the chance to develop oral contact. According to Dari (2017) Find Someone Who helps language learners asking and responding to inquiries to learn about their classmates. Learners should be invited to investigate and report on the similarities that different learners have with one another during this task.

After seeing the occurrence, the authors recognize the necessity for a teaching method that can help students with communicative tasks like those found in real life and can emphasize the value of communication to students while they are learning. These factors inspired the author to select the "Find Someone Who" Game (FSW) in teaching speaking. Additionally, since most experts concur that learning a language is a challenging process, providing kids with activities like these that can make them feel happy, like the game, is crucial.

LITERATURE REVIEW

Previous Related Study

Dari (2017) did a study to offer English teachers a pedagogical approach for classroom instruction. Behaviorists claimed that instructing pupils with an emphasis on stimulus and reaction would yield advantageous results in terms of their academic performance. Hence, this study delineated a pedagogical approach that incorporated both stimulus and response elements. The activity titled "Find Someone Who" is grounded in a behaviorist method, wherein students are provided with opportunities to engage in situated communication by questioning and reacting to the teacher. The study outlined the methodologies employed in the implementation of the "Find Someone who" activity inside a classroom setting. The scope of the study was restricted to phrasal verbs because to their association with students' challenges. The study employed a documentation technique. The implementation of the activity in the classroom involved five distinct stages: (1) conducting interviews with friends, (2) providing comments, (3) matching words, (4) completing phrases, and (5) constructing sentences.

Sari (2014) conducted a study aimed at enhancing the speaking proficiency of first-grade children at SMK Negeri 3 Tangerang during the academic year 2013/2014. The study employed the "Find Someone Who" game as a pedagogical tool. The focus of this study was a cohort of 25 students in the tenth grade. The study

employed a pre-experimental research design as its research methodology. In this study, the researcher only employed a single group of students as the experimental group. The data was collected using a one-group pre-test and post-test design by the writer. The pre-test data were collected to assess the speaking skills of students prior to the administration of the treatment. Similarly, the post-test data were obtained to evaluate the speaking skills of students after they had received the therapy through the utilization of the "Find Someone Who" game. The findings of the study indicated a notable enhancement in students' speaking proficiency subsequent to their instruction utilizing the "Find Someone Who" game. The majority of pupils had improved speaking scores in the post-test compared to their scores in the pre-test. The average score obtained by the students in the pre-test was 47.36, whereas their average score in the post-test was 59.32. Upon calculating the data from the pre-test and post-test, the results indicate that the t0 (t-observation) value is 6.53. This value is based on a degree of freedom (df/dk) of 24, which is statistically significant at the 1% and 5% ttable levels. The comparison between 5% = 2.064 and 1% = 2.797 indicates that t0 > ttable or 6.53 > 2.797 > 2.064, leading to the acceptance of Ha and the rejection of H0. The study's findings indicate that the "Find Someone Who" game is efficacious in enhancing students' speaking proficiency and communication practice.

Speaking Skills

According to Harmer (2007) there are three primary justifications for requiring students to speak in class. Speaking exercises offer training opportunities to practice speaking in a classroom setting, simulating real-life situations. Secondly, speaking tasks in which students attempt to utilize one or more of the languages they know offer feedback for both lecturers and students. Everyone may easily assess their level of accomplishment and identify any language difficulties they may encounter. The more pupils can engage with the many components of the language they have memorized, the more proficiently they will use these components. Speaking is a talent that can be categorized into two primary groups: accuracy and fluency.

Accuracy involves utilizing vocabulary, grammar, and pronunciation in many activities, whereas fluency refers to the capacity to talk spontaneously without interruption (Derakhshan, Khalili, & Beheshti, 2016). Sidik (2013) asserts that oral encounters can be characterized by routines, which are standard methods of presenting information that might emphasize either information or interactivity. Kosar & Bedir (2014) define speaking as an interactive activity including the production and reception of information to generate meaning.

(Brown, 2001) suggests that speaking instruction should address the following crucial aspects:
   a. Utilize methods that cater to all aspects of learners' demands, including linguistic correctness and message-based interaction, meaning, and fluency.
   b. Provide strategies that are inherently inspiring.
   c. Promote the use of natural language in suitable situations.

d. Offer constructive criticism and feedback.
e. Utilize the inherent connection between hearing and speaking.
f. Allow kids to start spoken conversations.
g. Encourage ways for developing communication.

Heaton in Alvionita, Munir, & Faradiba (2021)definition outlines three criteria for evaluating or gauging pupils' speaking proficiency:

a. Accuracy. Accuracy comprises three components. The topics are vocabulary, grammar, and pronunciation.
b. Proficiency in speaking or writing a language with ease and skill.
c. Fluency is the capacity to speak effectively and smoothly without many pauses or hesitations, enabling the listener to easily comprehend the message being conveyed.
d. Comprehension. Comprehensibility refers to the student's ability to grasp the main idea of the information being communicated or shown. It pertains to the general significance of the message being communicated.

Find Someone Who Games

Find Someone Who is a game that focuses on giving learners the chance to develop spoken interaction. Wright et al describe "Find Someone Who" as a game in which language learners ask and answer questions to gather knowledge about their peers. Learners should investigate and report on commonalities between themselves and other learners in this assignment (Wright, Betteridge, & Buckby, 2006). The statement implies that the "Find Someone Who" game (FSW) is an exercise that allows learners to utilize the target language to gather personal information from their acquaintances in a useful manner.

Some experts are referring to the FSW game by other names, yet it shares the same principle. An expert who provides an alternative name for the FSW game is Ur. Ur discusses a practice called "finding things in common" in her book "Discussion That Work." Students are paired up and tasked with identifying as many commonalities as possible, then summarizing the points they discovered during the assignment. She recommends limiting the duration of this activity to prevent boredom while discussing the ideas. She recommends that each group provide a concise report on the number of points they have discovered so far in the activity (Ur, 2007). It can be inferred from that remark that FSW can offer communication practice opportunities for every student. This practice requires learners to utilize the target language in a natural and communicative manner. It also involves interactive drilling where learners repeat certain language points. The expert advises against engaging in this activity for an extended period to prevent learners from becoming bored.

METHOD

Design and Samples

The researcher utilized Classroom Action Research (CAR) in this study, which involved four steps: planning, action, observation, and reflection conducted in cycles. Classroom Action Research is a systematic inquiry conducted by educators within their own classroom settings to improve teaching practices and enhance student learning outcomes. The sample of this research is the eight A class of SMP IT Al Izzah Sorong which consist of 26 students.

Instrument and Procedure

To investigate the impact of implementing Find Someone Who games on the speaking ability, a comprehensive research instrument and data collection procedure will be utilized. The research instrument will consist of a pre-test and post-test speaking assessment rubric to evaluate students' speaking proficiency before and after the intervention. Additionally, an observation checklist will be employed to record student participation, engagement, and speaking skills during the Find Someone Who game sessions. Furthermore, a student feedback survey questionnaire will be administered to gather students' perceptions and feedback on the effectiveness of the games in improving their speaking ability. The data collection procedure will involve conducting the pre-test assessment to establish a baseline, implementing multiple sessions of Find Someone Who games with clear instructions, monitoring and recording student interactions and speaking skills using the observation checklist, administering the post-test assessment to measure improvements, distributing the student feedback survey to gather opinions, analyzing the data collected to evaluate the impact of the intervention, and reflecting on the findings to make informed recommendations for enhancing students' speaking ability through interactive language learning activities.

Data Analysis

The data analysis process for this research will involve a systematic examination of the collected data to draw meaningful conclusions. Initially, the pre-test and post-test speaking assessment results will be compared using statistical analysis to determine any significant improvements in students' speaking proficiency following the intervention. The observation checklist data, capturing student participation, engagement, and speaking skills during the game sessions, will be analyzed to identify patterns and trends in student behavior and performance. Additionally, the responses from the student feedback survey will be analyzed qualitatively to gain insights into students' perceptions and experiences with the Find Someone Who games. By triangulating the data from the assessments, observations, and student feedback, the research aims to provide a comprehensive understanding of the impact of the intervention on students' speaking ability,

allowing for informed conclusions and recommendations to enhance language learning practices in the classroom.

RESULT AND DISUSSION

Before implementing Find Someone Who games in speaking, the researcher gave the pretest to know the student ability before the treatment. After the cycle I has done, the research gave posttest to know the student ability after the treatment. Last, the researcher also gave posttest after the cycle II has done. The result of the students mean score can be seen in the following table:

Table 1
The Students Score Percentage in Pretest, Post-test I and II

	Pretest	Post test I	Posttest II
Mean Score	70.58	78.67	82.45
Improvement Score	-	8.09	11.87

(Data from SPSS Version 20, 2016)

The table above shows that the students mean score in pretest or in diagnostic test was 70,58. In cycle I posttest, it improves around 8.09 point and it become 78.67. After giving treatment in cycle II, the mean score become 82.45. Hence, if we see from the pretest until posttest II, the score improvement of the students speaking was 11.87 point. So, it can be said that the implementation of Find Someone Who games improved the student's speaking ability.

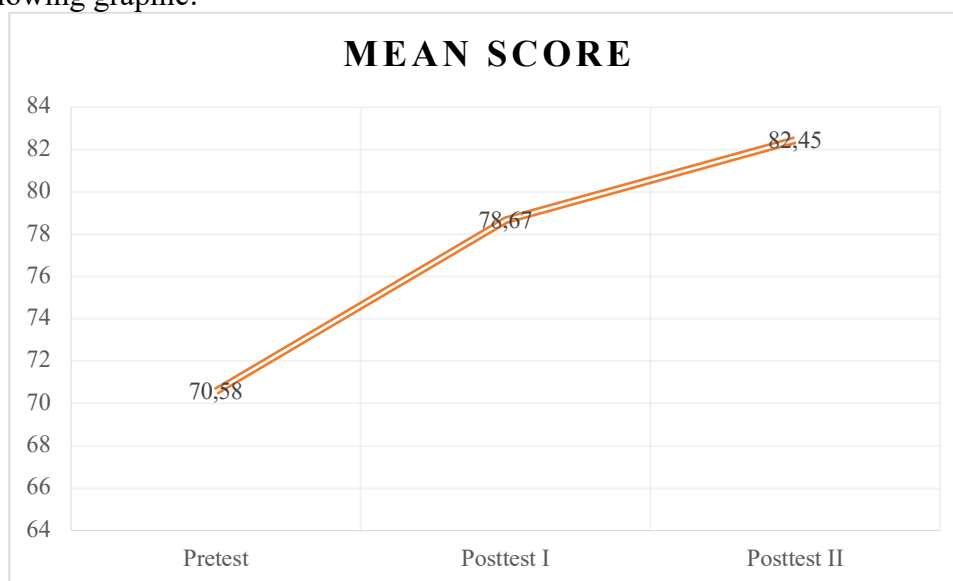The graphic improvement of the students speaking ability can be seen in the following graphic:

Figure 1. The Students' Speaking Skill Improvement from Pretest to Posttest II

The observation checklist utilized to assess the implementation of Find Someone Who games in the 8A class of SMP IT Al Izzah Sorong revealed compelling insights into the impact on students' speaking ability. Firstly, the checklist documented a significant improvement in student participation levels during the game sessions. Students actively engaged in speaking tasks, demonstrating a willingness to communicate and interact with their peers. This increased participation not only enhanced their speaking skills but also fostered a collaborative learning environment within the classroom.

Secondly, the observation checklist highlighted a noticeable increase in student engagement throughout the Find Someone Who games. Students displayed heightened interest and enthusiasm during the speaking activities, indicating a positive response to the interactive and dynamic nature of the games. This heightened engagement translated into improved focus and attentiveness, leading to more effective communication and language practice among the students. The games effectively captured students' interest and motivated them to actively participate in speaking exercises.

Lastly, the observation checklist captured a tangible improvement in students' confidence levels when speaking in front of their classmates. As students engaged in the structured speaking tasks within the Find Someone Who games, they gradually developed a sense of comfort and self-assurance in expressing themselves orally. This boost in confidence not only enhanced their speaking ability but also contributed to their overall language learning experience. The supportive and interactive nature of the games provided a safe space for students to practice and refine their speaking skills, ultimately leading to increased confidence in their communication abilities.

The findings of the study demonstrate a substantial enhancement in the students' speaking ability following the incorporation of Find Someone Who games into the classroom. The progression in mean scores from the pretest to the posttests in cycle one and cycle two indicates a positive impact on the students' language proficiency. The initial mean score of 70.58 in the pretest increased to 78.67 in the posttest of cycle one, and further improved to 82.45 in the posttest of cycle two. This upward trajectory underscores the effectiveness of the interactive and engaging nature of the games in facilitating language learning and skill development among the students.

The significant improvement in the students' speaking ability can be attributed to the immersive and participatory nature of the Find Someone Who games. By providing students with opportunities for meaningful conversations and practice in English speaking, the games fostered an environment conducive to language acquisition and oral communication development. Through engaging in structured speaking activities within the game framework, students were able to actively

participate in dialogues, interact with their peers, and hone their English language skills in a supportive and interactive setting.

Furthermore, the study findings suggest that the Find Someone Who games served as a catalyst for boosting students' confidence in expressing themselves orally. By regularly engaging in speaking exercises embedded within the games, students were able to overcome inhibitions, gain comfort in using English, and cultivate self-assurance in their speaking abilities. The collaborative and interactive nature of the games created a positive and encouraging space for students to practice speaking, leading to heightened confidence levels and improved overall speaking proficiency.

The interactive and dynamic elements of the Find Someone Who games not only enhanced students' speaking ability but also promoted active engagement and participation in language learning. The games provided a platform for students to practice speaking in a fun and interactive manner, encouraging them to communicate effectively and express themselves confidently. By incorporating speaking activities within a game-based framework, students were motivated to actively participate, leading to increased language practice and proficiency.

In conclusion, the study's findings underscore the positive impact of integrating Find Someone Who games into language learning activities to enhance students' speaking ability. The significant improvement in mean scores across the pretest and posttests reflects the effectiveness of the games in promoting meaningful conversations, English language practice, and confidence-building among students. The interactive and engaging nature of the games not only facilitated language learning but also fostered a supportive environment for students to develop their speaking skills and express themselves orally with increased confidence and proficiency.

CONCLUSION

In conclusion, the implementation of Find Someone Who games in the 8A class of SMP IT Al Izzah Sorong has proven to be highly beneficial in enhancing students' speaking ability. The findings from the study revealed a significant improvement in students' language proficiency, as evidenced by the increase in mean scores from the pretest to the posttests in cycle one and cycle two. The interactive nature of the games provided students with opportunities to engage in meaningful conversations, practice speaking in English, and build confidence in expressing themselves orally.

Through the structured speaking activities embedded within the Find Someone Who games, students were able to actively participate in oral communication exercises, interact with their peers, and practice using English in a supportive and interactive environment. This hands-on approach not only improved their language skills but also encouraged them to communicate more confidently and fluently. The games served as a platform for students to practice speaking in a fun and engaging manner, leading to increased language practice and proficiency.

Overall, the positive outcomes of the implementation of Find Someone Who games underscore the effectiveness of incorporating interactive and game-based approaches in language learning activities. By fostering a collaborative and supportive atmosphere for students to practice speaking, the games have successfully contributed to enhancing students' speaking ability and promoting active engagement in language learning. The success of this classroom action research highlights the importance of innovative and interactive teaching methods in facilitating language development and improving students' overall communication skills.

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