TEACHING SPEAKING THROUGH BLIND MAN'S BUFF GAME TO THE STUDENTS AT SECONDARY SCHOOL LEVEL

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Abstract

The aim of this research was to find out whether or not it was significantly effective to teach speaking through Blind Man's Buff game to the students at Secondary School Level. The researcher used pre-experimental method in conducting this research. The population of this research was all the eighth grade students of SMP Muhammadiyah 1 Lubuklinggau. The sample was taken through cluster random sampling; it was class VIII B that consisted of 31 students. The data were collected by using oral test, and the data obtained from the research were analyzed by using four techniques: 1) Students' Individual Score, 2) Conversion of Score Range, 3) Normality Testing, and 4) The Paired t-test. The result of this research were (1) the average score in the pre-test was 47.48, (2) the average score of post-test was 68.71, and (3) the result of matched t-test was 9.92, which was higher than 1.697 critical value of the t_{able} of df 30 (31-1) with 95% significant level tailed t-test. In conclusion, the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that it was significantly effective to teach speaking through Blind Man's Buff game to the students at Secondary School Level.

Key words: Teaching Speaking, Blind Man's Buff Game

I. INTRODUCTION

The process of English learning covers four basic skills; they are listening, speaking, reading and writing. Besides the language components such as pronunciation, grammar, vocabulary, and spelling also play a role in effective English communication. One of the four basic skills that plays important role in mastering English is speaking, in order to this research just focuses on speaking skill. Nunan (2003: 225) argued that someone considered knows a foreign language, if she or he is able to speak with that language. The similar perception from the statement describes that a student' communicative competence in learning language depends on his or her speaking ability. An English teacher

needs to provide the best speaking treatments in classroom. Speaking includes in productive aspect as a communicative competence, whereas there is a process to conceptualize data happen in a brain then produce it as information orally.

According to Harmer (2003: 269) the ability to speak fluently presupposes not only knowledge of language features, but also the ability in getting the information. Speaking is a short of productive skill which is used in oral model. It means that people produce words, expressions, or utterances to express our ideas and feelings as well as to respond towards particular situations by speaking. In addition, Hadfield (1999: 7) stated that speaking is a kind of bridge for learners between classroom and the world outside. In order to build of bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. Learning to speak in a second or foreign language will be facilitated when students are actively engaged in attempting to communicate.

Teaching speaking is not easy to be done. Teaching speaking has different way from teaching other skills such as listening, reading, and writing. Cameron (2001:40) supposed the statement that speaking is an active used in language to express meaning, so that people can make sense of them. Speaking is the key to communicate. By considering that someone can be good speaker in learning the language, teaching speaking is needed in learning activity to improve their speaking skill. The following data got by the researcher from her observation at SMP Muhammadiyah 1 Lubuklinggau. The data described that the students had low confidence to communicate orally in English because they were lack of vocabulary, they were difficult to pronounce the words in English, and they were difficult to arrange the sentences.

Moreover, the choosing of appropriate media used in class should be suited with the goal of teaching and learning process based on the curriculum, as the right method will get the better achievement. Nowadays, the curriculum that is used by most schools in Indonesia is *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School Level Based Curriculum in which the basic language skill are taught and trained intensively based on four's language skills. English teachers need the interesting media for teaching speaking. One of the media that can be

applied to teach speaking is Blind Man's Buff Game. Blind Man's Buff game is a variant of tag in which the player who is "It" is blindfolded; where the word buff is used in its older sense of a small push (-----, 2010: 283). It can improve the students' communication in speaking and listening skill. It also builds the trust among students. Blind Man's Buff is a game that is played in a specious area, such outdoors or in a large room. In playing this game, one player (a student) designated as "it'' is blind folded and grope around attempting touch the other players (students) without being able to see them, while the other players scatter and try to avoid the person who is "it'' hiding in plain sight and sometimes teasing them to change direction. In other words, Blind Man's Buff game is described as the important of cooperation among the groups, that every activity or game cannot be done by one person; it teaches the students about the importance of a partnership (Richards, 1902: 123).

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II. RESEARCH METHOD

In this research, the researcher used pre-experimental method to investigate the effectiveness of Blind Man's Buff game effective to teach speaking through Blind Man's Buff game to the students at Secondary School Level. Pre-experimental design is not true experiment, not full condition of experiment and does not follow certain rules, it is also called as one group pre-test and post-test design whereas a single group is measured or observed not only after being exposed to treatment of some sort (Latief, 2012: 96). The procedures of this method are pre-test, treatment and post-test.

In doing this research, the researcher used one group pre-test and post-test design. The design was as follows:

T1 : Pre-test

T2 : Post-test

X : Treatment   (Hatch and Farhady, 1982:64)

The following steps that were taken in conducting to the experimental method were:

1)   Surveying literature relating to the topic;

2)   Identifying the research problem;

3)   Constructing the experimental plan;

4)   Giving pre-test to the students;

5)   Giving the treatments;

6)   Collecting data by going the post-test to the students;

7)   Analyzing data;

8)   Drawing conclusion and giving suggestion and;

9)   Writing the research report.

 III. RESULT

In the research, the researcher got a result that Blind Man's Buff game was effective to be used in teaching speaking to the students at Secondary School Level. It could increase the students' motivation to learn English, could improve the students to speak English, could make them more active in the classroom, and could build their powerful vocabularies in English by using Blind Man's Buff game.

The result of this research included the students score in the pre-test, the students' score in the post-test, and the result of matched-test calculation between the students' pre-test and post-test score. Based on the data analyzed, it was got that there was any significant differences between the students' pre-test scores and the students' post-test scores. The students' post-test scores were higher than their pre-test scores. The students' pre-test scores was 72 and the students' post-test scores was 82.

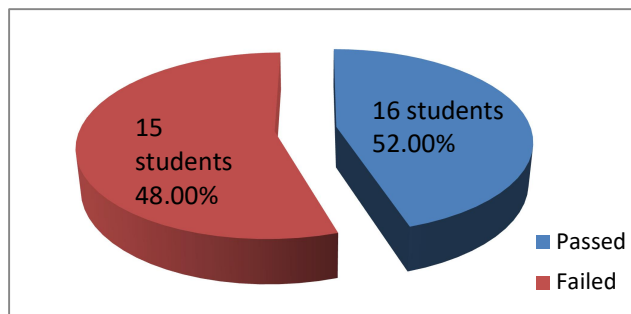**1. The Students' Scores in Pre-test**

Before the researcher calculated the experiment, the researcher gave the student pre-test and tabulated their scores. The data in pre-test was: the highest score was got by only 1 student, the score was 72. In addition, the lowest score was 32. It was reached by 3 students. The averages score was 47.48. Based on the minimum mastery criteria, the data showed that there were 30 students (97%) who were categorized into *failed* and only 1 student (3%) who were categorized into *passed* in the pre-test. In this case, the students were assumed to have difficulties in speaking. The table of the students score can be seen on appendix B.

The percentage of the students' qualification in the pre-test is shown in the following chart:
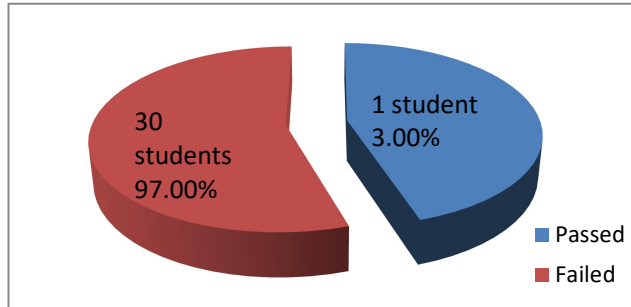
2. **The Students' Scores in the Post-test**

Before giving the post-test, the researcher taught speaking by using Blind Man's Buff game. In this case, the test items in the post-test were the same as those in pre-test. In the post-test, the highest score was 82 reached by 1 student, and the lowest scores was 42 reached by 1 student. The averages score was 68.71. There were 16 students (52%) who were categorized into passed, and 15 students (48%) who were categorized into *failed* The students score in the post-test can be seen in the appendix B. The percentage of the students' qualification in the pre-test is shown in the following chart:

3. **Normality Testing**

a. **In The Pre-test**

Based on the data (Appendix B) the table the list frequency of observation and expectation of the students' scores in the pre-test, the researcher

find out that $X^2_{obtained} = 8.6188$ with degree of freedom (df)= (j-1)=6-1. Since level is 5%. $X^2_{table} = X^2_{(I-a)(df=j-1)} = X^2_{(0.95)(6-1)} X^2_{(0.95)(5)} = 5$. $X^2_{table} = 11.1$ so, the data distribution of pre-test could be considered as "normal".

b. In The Post-test

Based on the data (Appendix B) the table the list frequency of observation and expectation of the students' scores in the post-test, the researcher find out that out that $X^2_{obtained} = 8.5563$ with degree of freedom (df)= (j-1)=6-1. Since level is 5%. $X^2_{table} = X^2_{(I-a)(df=j-1)} = X^2_{(0.95)(6-1)} X^2_{(0.95)(5)} = 5$. $X^2_{table} = 11.1$ so, the data distribution of post-test could be considered as " normal ''.

c. The Calculation of the Matched t-test

Based on the students' score obtained both in the pre-test and in the post-test, the researcher calculated the matched t-test to find out whether or not Blind Man's Buff game was significantly effective in teaching speaking to the students at Secondary School Level. By using the students' score the researcher got in the pre-test and the post-test the researcher found that the result of matched t-test for the whole class was 9.92. Meanwhile, the critical value of 5% with df 5 (6-1) significance level was 1.768 it means that the $t_{obtained}$ (9.92) exceed the t-critical value (1.768). The result of matched t-test can be seen in appendix B.

Based on the table matched t-test calculation, the researcher found that N was 31 students, Σ D was 658 ΣD^2 was 17240 was, ΣX_1 was 1472, $\Sigma_2 = 7424$, X_1 was 68.71, X_2 was 47.48. From the comparison table of the scores pre-test and the score post-test, the researcher found that the result of the standardd deviation was 11.90 and the process of the calculation is as follows:

From the calculation above, it was found out that SD (Standard Deviation) was 11.90. After that, the researcher continued to calculate $\overline{SD}$ (Standard Error of Differences). The process was: after getting $\overline{SD}$ as stated 2.14, then the researcher calculated the matched t-test or calculated t-obtain. The calculation was: After getting SD the researcher calculated matched t-test or calculated $t_{obtained}$ was 9.92. It was much higher than 1.768 as critical value of t-table, with the significance of 0.95 for df= 30 (31-1). It means that the alternative hypothesis (Ha) which was stated that Blind Man's Buff game was effective to   to teach speaking through

Blind Man's Buff game to the students at Secondary School level was accepted and the null hypothesis (Ho) was rejected.

The thing that is the most basically in teaching and learning process in the students being ability. Being the active students in learning process automatically will increase the positive interaction between teacher and students in classroom. Furthermore, Mulyasa (2002:3 2) added that learning can be successful if all of students or parts of the students mix up each other in active manner in learning process. The activities that have done by the students in learning would influence the students memorizing that have been given by the teacher. In addition, the result of matched t-test calculation shows that the $t_{obtained}$ was higher than t_{table}. The $t_{obtained}$ was 9.92, while the t_{table} was 1.768. It means the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It was effective to teach speaking through Blind Man's Buff game to the students at Secondary School Level

Based on the result of the research, the following weaknesses and strength were presented as the value of this research. First, the result of the research uncovered a statistically significant difference in speaking achievement after they were taught through Blind Man's Buff game. There were many students who categorized into "passed" since they were lack of previous or background knowledge. It was also identified that students who got *passed* category including the students who have no taken some English courses. Achieving a good score and in improving the students' speaking through Blind Man's Buff game, they should have good previous knowledge.

Second, most of the students were more interested in speaking. The topics given were about notice, caution and warning. Actually, the texts were unfamiliar for them. In fact, the students' speaking score to discuss about notice, caution and warning topics were higher than their score before they learn the texts without to use Blind Man's Buff game   It was stated that as long as the students had high motivation and they were interested to in the activities of classroom. They will encourage themselves to do their best.

IV. CONCLUSION

Based on the result, the researcher concluded that it was significantly effective to teach speaking through Blind Man's Buff game to the students at Secondary School Level. There was improvement of the average score or the average ability between the pre-test (47.48) and the post-test (68.71). It proved that the average score in post-test was higher than average score in the pre-test. The result of the t-$_{obtained}$ was 9.92; it was higher than 1.768 as critical values for one tailed test. So, the null hypothesis (Ho) was rejected and automatically the alternative hypothesis (Ha) was accepted. In other words, it was effective to use Blind Man's Buff game in teaching speaking to the students at Secondary School Level.

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