

**THE EFFECT OF COMMUNICATIVE GAMES AND STUDENTS' SELF-
CONFIDENCE TOWARD THE SPEAKING FLUENCY OF SECOND
YEAR OF MTsN 4 TANAH DATAR**

THESIS



By:

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ABSTRACT

Desi Andriani. 2022. The Effect of Communicative Games and Students' Self- Confidence towards the Speaking Fluency of Second Year of MTsN 4 Tanah Datar. Thesis. English Education Study Program. Graduate Program. Universitas Negeri Padang.

This research was aimed at finding out the effect of Communicative Game and students' self- confidence toward students' speaking fluency of the second year students at MTsN 4 Tanah Datar. This research was quasi-experiment with a 2x2 factorial design. The population of this research was the second grade students in the 2021/2021 academic year that consisted of 4 classes (88 students). The sample of this research was chosen by using the clustering random sampling technique. VIII D consisting of 20 students was chosen as experimental class and VIII C consisting of 18 students was chosen as control class. The instruments used to collect the data were the questionnaire of self- confidence and students' speaking test. The results of this research reveal that: (1) communicative games had a significant effect in students' speaking fluency than those taught by using conventional technique (2) communicative games had a significant effect toward students' with high self- confidence in speaking fluency than those taught by using conventional technique (3) communicative games had no a significant effect toward students' with low self- confidence in speaking fluency than those taught by using conventional technique (4) there is an interaction between communicative games and self- confidence toward students' speaking fluency. It can be concluded that communicative games had a significant effect especially for students with high self- confidence in speaking fluency. Moreover, there was an interaction between teaching technique and students' self- confidence toward students' speaking ability.

Keywords: *Communicative game, self- confidence, speaking fluency*

ABSTRAK

Desi Andriani. 2022. Pengaruh Communicative Game dan Kepercayaan Diri Siswa terhadap Kelancaran Berbicara Siswa: Penelitian Eksperimen di MTsN 4 Tanah Datar. Tesis. Pendidikan Bahasa Inggris. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan pengaruh teknik communicative game dan kepercayaan diri siswa terhadap kelancaran berbicara siswa pada siswa tahun kedua di MTsN 4 Tanah Datar. Penelitian ini merupakan eksperimen semu yang menggunakan rancangan *factorial 2x2*. Populasi penelitian ini adalah siswa tahun kedua MTsN 4 Tanah Datar tahun ajaran 2021/2022 yang terdiri dari empat kelas (97 siswa). Sampel penelitian ini dipilih menggunakan teknik kluster acak. Kelas VIII D terdiri dari 20 siswa sebagai kelas eksperimen dan kelas VIII C terdiri dari 18 siswa sebagai kelas kontrol. Instrumen yang digunakan untuk mendapatkan data adalah angket jenis kepercayaan diri dan tes kemampuan berbicara. Hasil penelitian ini mengungkapkan bahwa: (1) Communicative games memiliki pengaruh yang signifikan terhadap kelancaran berbicara siswa daripada siswa yang diajarkan dengan teknik konvensional. (2) Communicative games memiliki pengaruh yang signifikan pada siswa dengan kepercayaan diri tinggi yang diajarkan dengan Information gap (3) Communicative games tidak memiliki pengaruh yang signifikan pada siswa dengan kepercayaan diri rendah yang diajarkan dengan communicative games (4) ditemukan adanya interaksi antara communicative games dan kepercayaan diri terhadap peningkatan kelancaran berbicara siswa. Dapat disimpulkan bahwa communicative games memiliki pengaruh yang signifikan terhadap kelancaran berbicara siswa terutama pada siswa dengan kepercayaan diri tinggi. Selain itu, ada interaksi antara teknik pengajaran dan kepercayaan diri terhadap kelancaran berbicara siswa.


Kata Kunci: *Communicative games, kepercayaan diri, kelancaran berbicara*

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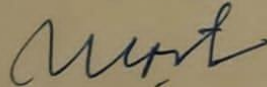
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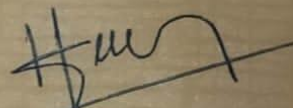


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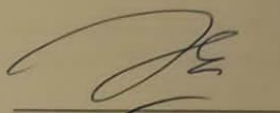

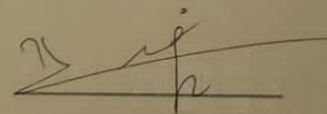
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

It is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. The global status of English is partly due to the number of people who speak it. As an international language, English is used by some people around the world who do not have the same language to communicate. English is used in many communication media such as public information, newspaper, television, and academic book. Simatupang (1999: 64) states that In Indonesia, although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught. Recognizing that important thing, learning English must be provided and applied as early as possible in schools. So, in the 2013 Curriculum, it is clearly stated that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing.

Speaking is one of necessary part of language learning. According to Richards (2008), the mastery of speaking skills in English is a priority for

many second languages or foreign language learners. By speaking, students can get the idea, emotions, feelings, and share opinion fluently because the purpose of speaking is to be better in sending and receiving information or messages to another. Recognizing that important thing, the teachers need to know a technique or strategy which is suitable to the needs of the students that can be used to motivate them to learn English because one aspect that shows students mastering English is to see their ability to speak in English. There are many kinds of teaching technique which can be applied by teacher in order to make the atmosphere in classroom became funnier, enjoyable, more attractive, effective, and efficient. It can be created by making learning in group discussion, jigsaw activities, or language games.

However, some studies show that students' mastery of speaking is still low especially in fluency. It caused by the teaching technique used by the teacher are not attractive enough for students. According to Fulcher (2003) that in the teaching and learning process, students often get bored to learn English because the material and techniques are monotonous and also less English practice. The teacher tends to use conventional technique to teach speaking. In its implementation, the learning process in conventional teaching is still dominated by the teacher as the center role in the classroom. Therefore, students still find difficulties in communication in English. Although they have been learning English for years, their speaking fluency is still low. It means that, conventional technique it is not always the best technique to use

all the time in teaching speaking. The application of this technique sometimes led the students deviate from a real problem from topic of lesson. Thus, gap between passive and active students often become a problem in conducted this technique. During teaching and learning process, sometimes not all members of the students is actively involved in answering the question because there is no equal responsibility required during the learning process. This fact makes only some students involve actively during the learning process and some of them become passive.

Basically, a technique for teaching speaking should possibly involve all students to speak in English actively and at the same time be able to reduce their anxiety. One of the techniques that can be used to teach speaking fluency is Communicative Games. Fakhurrrazy and Syarief (2018: 165) states that Communicative Games provides fun activities; they do some action (standing, walking, and yelling). It means Communicative Games could motivate students to speak since they have a freedom to choose the meaning they want to express. It stimulates students to be active to take a participation in real setting. Communicative Games also reducing anxiety and stress associated with learning and using new language due to supporting atmosphere because there is no direct correction to undermine confidence. By using this technique, students is not judged and underestimated by the mistake they make in order to create the improvement in achievement. Moreover, students could feel free to speak in English. Since, this technique is rarely used by the teacher,

researcher interested to use communicative games as a technique to teach speaking and to know whether this technique could be beneficial and give more improvement on students' speaking fluency rather than conventional technique.

There are some rationales why Communicative Games as a technique of teaching speaking may give positive result on students speaking fluency. First, games can help them to be more interested to develop their speaking fluency rather than individually. McCallum (1980) emphasized that games automatically result in student interest, and increase their motivation. Games can get the students more relax and enjoying the learning process. In particular, once they feel enjoy doing one work, it is even easier to guide and have them involved in participating at any certain classroom activities it means that Communicative Games can be considered in teaching speaking because it is a democratic activity that encourages understanding between the students. Meanwhile, Deesri (2002: 2) discussed that games increase motivation and make students interested to have positive competition in doing games; moreover, they become excited and try their best to play these games. It can be assumed that games could be an effective way to teach speaking because it helps the students to be more motivated to communicate in the classroom.

Second, games help the students to enhance their self-confidence to speak. It will increase students' speaking fluency without being afraid of

getting mistake. According to Crookal (1990: 112), games can improve self-confidence because learners were no afraid of punishment or criticism while practicing the target freely. Related to the technique used and the skill in this research, Communicative Games is a kind of collaborative group structures. It means that this technique could be called as “work with peers”. Students can create and develop self- confidence as a result of social persuasions they receive from others in group work structure.

Grubber (2010) states self-confidence is defined as attitude that allows the students to move forward and achieve the goals as accomplishing the task. According to MacIntyre, et al in Kurniawati (2013:33), self-confidence gives significant contribution to the students’ willingness to communicate in foreign language. It can be conclude that students need to have a self-confidence in themselves to enable them communicate well in the classroom. Theoretically, the students with high self- confidence are more likely to make efforts to complete tasks and to effort longer than those with low self- confidence. It means that the stronger the self- confidence, the more active students do toward their speaking.

A previous study proposed by Nila (2014), shows that communicative games can improve students’ speaking fluency at grade VIII in SMPN Nusawungu Cilacap well. She also stated that the atmosphere of the teaching learning process becomes more alive by using communicative games. Dewi, et al (2017), also found that communicative games have contributed a positive

impact on teaching learning process especially in teaching speaking. This also implies the communicative games can enhance students' enthusiasm and motivation. In addition, Fakhurrrazy and Syarif (2018) found the communication game was very beneficial as investment of teaching speaking fluency. It gives significant effect on students' speaking fluency. Based on these studies, it can be concluded that the application of speaking learning using the Communicative Games has a positive impact. Therefore, considering the problem of speaking discussed before, the researcher hope the use of Communicative Games can provide significant result on students' speaking fluency. Kind of Communicative Games to be used is "match games".

Considering the explanation above, it is assumed that Communicative Games and self- confidence are the factors that could influence speaking fluency. This research focused on investigating the use of Communicative Games toward the students speaking fluency. Furthermore, nobody has linked learning using this Communicative Games to the level of students' self- confidence as one of the important factors influencing the application of such learning.

Based on the explanation above, this study was primarily intended to investigate the students' speaking fluency who were taught by using Communicative Games and those who were taught by using conventional teaching and as moderating variable is self- confidence. Besides, thus research

was aimed to find out whether there was an effect of Communicative Games on students' speaking fluency with different levels of self-confidence at the second year students at MTsN 4Tanah Datar.

B. Identification of the Problem

Based on background of the problem above, the students are demanded to have a good communication skill. But unfortunately, there were some students who do not master the speaking fluency. It caused by the previous techniques used by the teachers in teaching speaking are not effective yet, so the students' speaking fluency does not seem to increase. The teachers do not use various techniques and media in teaching speaking. It makes the classroom activities monotonous. As a result, the objective of learning is not achieved maximally.

Since language learning is a hard task, teachers are now faced a big challenge to find techniques and ways to help the students to be active to speak English. It is identified that one technique can be used to help the teachers overcome this problem is by using communicative games. Communicative games are intended to develop communication skills because it used to be fun activities that promote interaction, thinking, learning, and problem solving strategies.

Last, the student's psychological factors also support them to speak English actively. One of those factors is self-confidence. Self-confidence helps the

students to enhance their willingness to communicate in English since speaking requires high level of self-confidence to ensure the students to say something.

C. Limitation of the Problem

Related to the identification of the problem above, the researcher limits the problem in this research on the implementation of Communicative Games and self- confidence on the students' speaking fluency of second year students at MTsN 4 Tanah Datar.

D. Formulation of the Problem

Related to the limitation of the research above, the problem can be formulated as follow: "Does Communicative Games and students' self-confidence give significant effect toward the speaking fluency of second year students at MTsN 4 Tanah Datar?"

E. Research Question

Research question aims as a basis in constructing the hypothesis of this research. Based on the formulation of the research problem, the research questions are stated as follow:

1. Does teaching speaking by using Communicative Games give better speaking fluency for the students at MTsN 4 Tanah Datar?

2. Does the student with higher self- confidence who is taught by Communicative Games have a better speaking fluency?
3. Does the student with lower self- confidence who is taught by Communicative Games have a better speaking fluency?
4. Is there any interaction between Communicative Games and students' self confidence on students' speaking fluency at MTsN 4 Tanah Datar.

F. Purposes of the Research

Based on the research questions, the purposes of the research can be stated as follow:

1. To find out whether teaching speaking by using Communicative Games give better speaking fluency for the students at MTsN 4 Tanah Datar or not.
2. To find out whether the students with higher self- confidence who is taught by Communicative Games have a better speaking fluency or not.
3. To find out whether the students with lower self- confidence who is taught by Communicative Games have a better speaking fluency or not.
4. To find out whether there is an interaction between communicative games and students' self confidence on students' speaking fluency at MTsN 4 Tanah Datar or not.

G. Significance of the Research

The result of this research is supposed to have significant contribution either theoretically or practically. Theoretically, this research is expected to enrich the theories of communicative games in the classroom and as sources of literature about improving speaking fluency. Practically, it is expected that the result of this research can give positive contribution for the teacher as a guideline to use communicative games in teaching speaking and also to improve their teaching quality.

H. Definition of Key term

1. Communicative Game is a set of activities that can stimulate student interaction and take part actively to speak in order to getting the message over to the other players and reacting appropriately to their messages.
2. Speaking fluency is the ability to produce utterance or oral production which can be understood either the listener or the speaker himself.
3. Self-Confidence is a belief in oneself and in one's abilities a mental attitude of trusting or relying in oneself. The experience of someone in handling situation is an effective way to build self-confidence.