

THE EFFECT OF USING WORD WALL GAME TOWARDS SPEAKING SKILL AT SEVENTH GRADE OF SMPN 10 TEBO

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ABSTRACT

Word wall is one of the learning media in the form of games that are fun and can make students enthusiastic when learning. This research aims to determine the effect of word wall game towards speaking skill at seventh grade of SMPN 10 TEBO. The method used in this research is an experimental method with a quantitative approach, namely using a non-equivalent control group quasi experimental design. Then the researcher measured the abilities of the experimental class and control class to compare the two groups, who received the same material but had different teaching methods. The data collection instruments for speaking ability were in the form of a pretest and post-test. Data collection analysis using the normality test obtained $0,015 > 0,05$, then the N-Gain score obtained in the experimental class was 54%, which means it can be concluded that the influence of the word wall game is quite effective in leaning to speak. Meanwhile, in the control class 33% was obtained, which means that conventional based teaching was less effective, and it can be concluded that there are differences and influences of the word wall game on students' speaking abilities in the experimental class and the control class at SMPN 10 TEBO.

Keywords: *Word Wall Game, Media, Speaking Skill*

ABSTRAK

Word wall ialah salah satu media pembelajaran yang berbentuk game yang menyenangkan dan dapat membuat siswa menjadi bersemangat pada saat pembelajaran, penelitian ini bertujuan untuk mengetahui pengaruh dari word wall game terhadap kemampuan berbicara siswa pada kelas VII di SMPN 10 TEBO. Metode yang digunakan dalam penelitian ini ialah metode eksperimen dengan pendekatan kuantitatif yaitu menggunakan desain nonequivalent control group Quasi experimental. Kemudian peneliti mengukur kemampuan kelas experiment dan kelas kontrol untuk membandingkan kedua kelompok menerima materi yang sama tetapi cara mengajarnya yang berbeda. Instrumen pengumpulan data pada kemampuan berbicara berupa test untuk pretest dan posttest, Analisis pengumpulan data menggunakan normality test diperoleh $0,015 > 0,05$, selanjutnya N-Gain score yang diperoleh pada kelas eksperimen ialah 54% yang berarti dapat disimpulkan bahwa pengaruh permainan word wall game cukup efektif pada pembelajaran berbicara. Sedangkan pada kelas kontrol diperoleh 33% yang berarti pengajaran berbasis konvensional kurang efektif. Dan dapat disimpulkan bahwa terdapat perbedaan dan pengaruh permainan word wall terhadap kemampuan berbicara siswa pada kelas eksperimen dan kelas kontrol di SMPN 10 TEBO.

Kata Kunci: *Word Wall Game, Media, Kemampuan Berbicara.*

A. Introduction

Speaking is an ability to share ideas, feelings, and for interact with others. Speaking is one of four skills in learning English language besides reading, writing, and listening. That has been taught since entering junior high school. According to (Leong & Ahmadi, 2017), speaking is one the most important skill to be developed and enhanced as means of effective communication. In addition, the communication process aims to convey an idea to the other persons to get responds of the information submits (Baron, 2020). That means speaking is a very important process where each individual can understand what another individual is saying. In general, students need to learn how to organize ideas clearly, arrange words effectively, and understand when and how to use various language styles appropriately. However, some people who use English because English is a foreign language are considered is quite difficult to be understood. Based on the observation in SMPN 10 TEBO, First, writer found that many students are lack of confidence and afraid to speak English language because of fear making mistakes. By using game in learning students are directly

involved and the teacher points in turn to answer question. So, the teacher gives awards to active students such as, praise, or stars (Ferina et al, 2020). Second problem, students are less interested in learning English because they are considering English as a language that is difficult to be understood. Using effective strategies is one relevant way to develop students' ability interest and activeness in learning English. So, interesting and relevant learning is an effective way to meet students learning needs and interest to improving their speaking skill. Therefore, teacher and students must collaborate make creating a conducive classroom atmosphere comfortable, teaching must support students in the learning process (Gozali & Cahyono, 2021). Third problem, students easily get bored when only using textbooks during learning. Students may feel bored when learning English solely through textbooks due to a lack of variety in teaching methods. For example, when a teacher only using textbooks in English language teaching, students might lose interest. This is caused by interactive activities such as language games, group discussions, or creative projects that

can't bored learning. When teacher use technology-based game media makes students interested and makes students less bored and more active than teachers who only use textbooks (Hendrawan, 2022). So, making a comfortable class is one of the right solutions to make students happier and more excited for learning. Based on the writer's perspective to those problems above, the writer intends to use strategy that can help students to improve their capability in speaking. The name of word wall as a game to be easier for students, because of the material of English subject is various.

B. Method

In this study the research was be conducted quantitative approach with quasi experiment. According to (Sugiyono,2023), quasi-experimental research is one of the experimental research designs. Experimental research is used if the researcher wants to know the influence of cause and effect between the independent and dependent variables. A quasi-experimental design was used to measure the results of the experimental class treatment and compare it with the control class. Both groups were receiving the same courses but different ways of teaching.

The experimental class is a class that applies word wall games in teaching speaking, while the control class applies conventional techniques in teaching speaking. Therefore, this research was used two variables. word wall game is the independent variable and the dependent variable is speaking skills. Then the researcher used a non-equivalent control group design, this group design was an experimental group and the control group was not chosen randomly. Researchers used tests to collect data in this study. Speaking rubric is used for assessing students score and classified five aspects such as pronunciation, comprehension, fluency, vocabulary, and grammar. This research uses assessing speaking to assess student learning outcomes, especially speaking skills in class 7 of SMPN 10 Tebo. According to (Jakni 2016), the data analysis technique is treatment carried out by researchers in presenting data in form numbers or forms of narrative that are useful for certain parties. This test was carried out in two tests, namely pre-test and post-test.

C. findings of Discussion

This research was conducted at the seventh-grade students of SMPN

10 TEBO from May to June 2024. This research used two classes which is experiment class and control class. For experiment class the researcher took VII A there were 30 students as the experiment class and VII B as control class used different strategies. The experiment class used word wall game in teaching speaking, meanwhile in control class used teacher technique in implementation of this research. The data of students speaking ability was taken from the results of students score in final test was conducted in experiment and control class. After the data obtained from the pre-test results and the post-test results have been carried out, the next thing the researcher will do is process the results obtained from the data using the SPSS 25 application. The author's main aim in this research is to see how significant the word wall game had in teaching speaking ability of students in class 7 of SMPN 10 TEBO, the application of the word wall game is one of the author's ways of improving student's speaking skills. In this research, it was implemented in seventh grade in the even semester of the 2023/2024. This research is a study of the application of a media to help students in their English-

speaking skills, as it was found that students English speaking skills are very poor. Therefore, by implementing the word wall game as media it will be very helpful for students in speaking English. According to (Khotimah, 2014) speaking is an interactive process building meaning creating and getting information. Here fore, it is very important to improve speaking skills of students. There are many benefits to the word wall game, including making students confident in their speaking skills because playing the word wall game can make students more enthusiastic in speaking based learning, it can also help students not feel afraid when studying, making students more excited in learning English language.

The analysis of the data has four conditionals namely normality test, homogeneity test, N-Gain score and hypothesis test, the data was analysis used SPSS 25. The normality from this research was calculated by using SPSS 25 and the result of normality testing show the table below:

Tabel 1.1 Normality Test

Tests of Normality							
	kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	pretest	,163	30	,040	,920	3	,026
	eksperimen						
	posttest	,179	30	,015	,898	3	,008
	eksperimen						
	pretest	,150	30	,083	,903	3	,010
	kontrol						
	posttest	,196	30	,005	,935	3	,066
	kontrol						

Table 1.2 Test Homogeneity
Test of Homogeneity of Variances experiment class

		Levene Statistic	df1	df2	Sig.
POST-TEST EXPERIMENTAL CLAAS	Based on Mean	,999	9	49	,453
	Based on Median	,556	9	49	,826
	Based on Median and with adjusted df	,556	9	33,344	,822
	Based on trimmed mean	,957	9	49	,486

Test of Homogeneity of Variances control class

		Levene Statistic	df1	df2	Sig.
PRE-TEST KONTROL	Based on Mean	,028	1	58	,868
	Based on Median	,067	1	58	,797

Based on Median and with adjusted df	,067	1	56,601	,797
Based on trimmed mean	,018	1	58	,893

Table 1.3 homogeneity result

the N-Gain score was calculated by SPSS 25 and the result showed in the table below:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	30	,38	,70	,5423	,08030
Ngain_Persen	30	37,50	70,00	54,2316	8,02999
Valid N (listwise)	30				

Table 1.4 N-Gain score of experimental class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	30	,38	,70	,5423	,08030
Ngain_Persen	30	37,50	70,00	54,2316	8,02999
Valid N (listwise)	30				

Table 1.5 N-Gain score of control class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N_Gaain	30	,00	,56	,3341	,14922
N_GainPersen	30	0	56	33,41	14,922
Valid N (listwise)	30				

Meanwhile in control class categories of N-Gain score at control class was 3341 with minimum -00 and maximum was 56.

After the data had normal distribution and homogeneous above, T-test for independent sample was used in data calculation. The result of post test score of student speaking ability between experiment class and control class was calculated by using SPSS 25. the result of t-test for independent sample, significance was 0,000 at the significance 0,05. from the calculation above t-test was $6,310 > 1,675$ it means that H_0 was rejected and H_a was accepted. That can be conclude the score experiment class was higher than control class. the test of hypothesis showed there was a significance difference in students score that used word wall game in teaching speaking English language.

The first analysis is the researcher from the data that was analysis by the researcher used SPSS 25 with the results of data analysis are as follows, first to find out whether the data obtained by researcher was normal distribution with the level of significance for the experimental class pre-test results had a significance of 0,040 and the experimental class post-test results had a significance of 0,015, while in pre-test control had a significance of 0,083 and post-test result had a significance 0,018. According to (Napitu, 2021), the teacher could use word wall media as one effective media to improving students speaking skills. In this research, the homogeneity test obtained the results of all homogeneous data. In the pre-test and post-test scores of the experimental class with a mean significance level of 0,453 or higher than 0,05 while in the control class the pre-test and post-test results with a significance level 0,868 higher than 0,05. So with this it can be concluded that the values in the experimental class and control class data are homogeneous. next stage was N-Gain score, in the experiment class, it can be interpreted based that the

experimental class had 54% of the effectiveness of using word wall game in teaching speaking ability or this category includes” enough”. Meanwhile the technique used by the researcher get 33% or less than 40%, it can be concluded that the strategy used in less effective in teaching speaking skills in class seventh grade at SMPN 10 TEBO.

D. Conclusion

The conclusion of this research the word wall game was give positive effect for students’ speaking ability at the seventh grade of SMPN 10 TEBO, with the result of the hypothesis, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted because word wall game give significance effect to student speaking ability. That mean the answer from formulation of the problem was the word wall game give the effect for students speaking ability at the seventh grade of SMPN 10 TEBO.

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