

STUDENTS' RESPONSES TOWARDS ENGAGING GAMES OF SPEAKING SPONTANEITY IN TEFL CLASSROOM

¹Agus Supriadi, ²Heti Susanti

¹Tanjungpura University
F2201201008@student.untan.ac.id

²IKIP PGRI Potianak
Hetissnt976@gmail.com

ABSTRACT

The 21st century is when technology is more developed than before, and various techniques and strategies are being applied in the classroom. Teachers should be aware and take advantage of this situation and bring game technology into the classroom. This research aims to explore students' responses toward the engaging game of their speaking spontaneity. The participants of this research were 21 students of speaking class in one of the English Course in Pontianak. To collect the data, interviews, questionnaires and observations methods were applied. The data was analyzed through 1) Familiarizing and Organizing, 2) Coding and Reducing 3) Interpreting and Representing. The result actively illustrates students giving positive responses. Students felt more relaxed and enjoyed the classroom. The games are proven to encourage and motivate them to talk spontaneously and interact more with their friends.

Keywords: Students' responses, engaging games, speaking spontaneity, TEFL Classroom

I. INTRODUCTION

In today's current era, the importance of English is undoubtedly a skill that needs to be developed to thrive and stand out as an individual. One example of the skills is communicative competence. Communicative competence reflects the ease with which that person can achieve and maintain coherent, in-depth, significant interactions with other people. However, arranging the words and producing a language is difficult, especially in a foreign language spoken form. Spontaneously speaking is a plus point for measuring students' success in getting high school grades (Ramdani & Rahmat, 2018). Therefore, elucidating the impression that speaking spontaneity can be said as an essential issue in speaking skill. Even so, it is not an easy task to speak a foreign language, let alone speaking it spontaneously. To produce a language, most students need some

time to arrange the words in their mind before they deliver them verbally. Some of them even need to write down the sentences that they want to speak.

In the teaching-learning process, some crucial factors that can support the process to be successful are media, approaches, methods, strategies and techniques. In this modern age, various techniques, even with technology, are growing and developing significantly to ease students' learning experience. As (Harmer,2007) argued, technological tools and materials might help students promote their speaking spontaneity skills. It is necessary to apply modern tools, for instance, the internet, smartphones and laptops, that accessible to most people and can be used everywhere and whenever, especially in the city area.

In this current era where technology keeps advancing, teachers need to be creative and innovative in

the classroom. Teachers need to apply modern techniques or strategies to students in order for them to gain new experiences, making the classroom more comfortable, light and relaxed. One of the various strategies that can be used is a game. It is well-known that most students like to play games in the classroom. Games are helpful and bring positive impacts to EFL learners. It also creates an environment where there is fun and satisfaction besides high motivation to learn a language besides being a practical teaching tool (Gozcu & Caganaga, 2016; Ibrahim, 2017). The teachers can modify the game and incorporate some technologies application in the games.

Besides technique or strategies, it is also necessary to comprehend students' responses toward the activities that have been carried out. Students' response in the teaching and learning process can be observed through several signs, such as their expression while joining the class, comment or enthusiasm to something, difficulty degrees in understanding the learning material, even by how they listen to the teacher's explanation (Riyana & Susilana, 2007). By knowing students' responses, the teachers can develop more practical strategies or activities to make students' learning experience even more effortless. Apart from that, this research explored how to implement a game in regards to speaking spontaneity that can be considered relevant in this 21st century. Readers' empirical insight into students' responses towards engaging games in the teaching-learning process can be accumulated from this research.

II. METHODOLOGY

This research aimed to describe students' responses toward the implication of games in speaking spontaneity. The research applied a

descriptive qualitative approach as the descriptive research intended to reveal an objective picture of the circumstances contained in the object under research. A qualitative approach meant in this research is to understand the problems experienced by research subjects. As the example, motivation, perception, or action behaviour. All are holistically and descriptively in words and language, in a specific natural context and with various scientific methods (Moleong, 2005).

The research was conducted in one of the language courses in Pontianak. The language course focuses on studying English as a foreign language. In detail, 21 students from two general speaking classes participated in this research. The age range is 16 to 25 years old, and 5 participants have been chosen to be interviewed. Equally important, the students have been taught to play various games in their classrooms during teaching-learning session.

An interview was applied and supported by a questionnaire to strengthening and observation of the data collected. Due to the pandemic where social distancing practice is being applied, the interview was carried out through the Whatsapp application. So the questionnaire was created and distributed through a google form that consists of 10 statements related to students' responses toward the engaging game. The questionnaire was made in basic English because of the student's language proficiency. The questionnaire is in the form of a Likert scale, and each statement is divided into five categories such as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

After the data have been collected, the researcher analyzed data guided by (Ary et al, 2010). There are three stages of analysis in qualitative

research such as 1) Familiarizing and Organizing, 2) Coding and Reducing 3) Interpreting and Representing. In the questionnaire, data were taken by google form and counted manually to check the validation.

III. FINDING AND DISCUSSION

Out of the two instruments, the interview was the first one that was executed. First, the implementation

through a call on Whatsapp to 5 students consisted of 7 questions related to students' responses on the implementation of games. Then, the questionnaire was distributed to 21 participants from two general speaking classes through a Google form. The questionnaire consists of 10 positive statements related to the implication of games in speaking spontaneity.

Table 1. Result of Interview

No	Questions	Students' Responses
1	Why do you want to learn English especially speaking?	Most of the students have the same answer; they are aware of the vital role of English as a global language. They want to speak in English because they want to communicate with people worldwide, improve their skills, and study abroad.
2	What are your difficulties in speaking English?	Vocabulary and grammar seem to be the most challenging aspects for students. It is pretty hard for them to arrange the words, and sometimes they do not understand the meaning of certain unfamiliar words. However, one of the students said she lacks self-confidence.
3	How do you feel when the teacher uses games in the classroom?	Various impressions have been expressed by the students, such as fun, happiness, relaxation and enjoyment. It makes them less nervous. Also, they feel more relax in learning when the teacher uses games.
4	Does the game make you more participate or more active in the classroom?	Most students answered 'yes. The games make them more active because they encourage them to participate. After all, if the students are not active, the game will be dull. However, one of

		the students said that it also depends on the type of games being played. If the game can make her interested, she will participate more. Nevertheless, if the game does not interest her, she will go with the flow.
5	Do you feel the games make you speak more spontaneously?	The surprise elements of the game make students speak more spontaneously. They talk to other students more, and games encourage them to give faster responses.
6	Do you think the games help you in developing your speaking?	All of the students agree that game helps their speaking when they play because they are not scared to talk, and they believe it makes their speaking skills improving.
7	Do you think the games are helpful?	The lesson will not get monotonous. On the contrary, it is more loosens, the material is easier to understand because of the relaxed atmosphere, and it is easy to remember than just conversation. It boosts the students' self-confidence. The students agreed that games make them comfortable in the classroom.

4. The teacher creates a motivating speaking class with the aid of this game
 21 responses

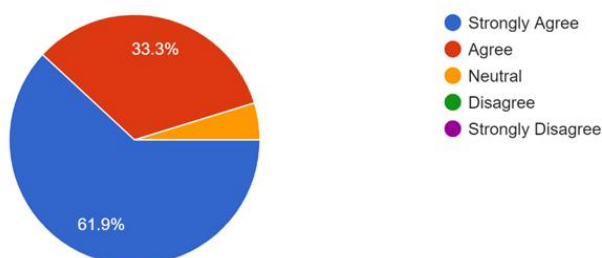


Figure 2. One of the results of the questionnaire. Adapted from Ramdani & Rahmat (2018).

Referring to the first data gained by an interview with 5 participants, most of the students

appear to react positively towards implementing games in their classroom. Their answers were quite

similar to one another. They agree that the game is functional, and it assists them a lot. They mostly said, "Playing a game in the classroom makes me more relax and enjoy the lesson", the game requires them to be more active, interact with their friend, and make them speak more spontaneously. It also makes the atmosphere in the classroom more slacken. They feel pleasant and content, making them easier to understand and remember the lesson rather than just being a typical traditional dull learning session.

In line with it, the questionnaire seems to strengthen the points of the interview. It can be seen in the percentage of each point from Figure 2. The highest percentage is 61.9% on point "the teacher creates a motivating speaking class with this game". So it can be described that the game can encourage them to be active and speak more spontaneously while also motivating them.

Thus, the implementation of student's participation during the games in the classroom is described as follows:

In per analysis, the researcher also took a role as a teacher in the classroom, which concerns students' speaking skills. The researcher has been teaching the class for almost 2 years. Most of the students' speaking difficulties revolve around a lack of vocabulary and grammar mastery due to insufficient practice. During the teaching-learning process, the researcher used conventional methods such as teaching grammar, making dialogue and discussion. Nevertheless, due to some factors, the students seem silent in the class, look quite dull, and talk in their first language rather than English.

It became one of the factors for the researcher to implement various games in the classroom. It also supported by some students requesting to play a game during class. It shows

that they already have an interest in-game. Various games have been applied, such as a random question, "questions from strangers", riddle games, "who is it?", role play, "tell me something that I do not know", make up a story, and blind drawing. Those games were modified from some books, videos, and websites based on the time needed to be carried out, students' background, and the materials.

From the first implementation, the students have been ecstatic. However, they need quite a time when they want to speak. Some of them even tried to translate it first, make a note then they would speak. They have the desire to talk, yet they do not know how to express it in English. Due to the short of time, the researcher tried some new games in every meeting. The students seem even more excited. They tried to talk more, participate spontaneously and make a lesser note. All of the games were modified to insist students talk spontaneously. To apply technology in the classroom, the researcher also modified the games integrating with smartphones. Their smartphone functions are to share pictures in groups, find some ideas through the internet, and share the materials. It also helps students to become more excited about their learning session.

IV. CONCLUSION AND SUGGESTION

The result of the interview and questionnaire showed that students give positive responses and support the use of games for speaking especially speaking spontaneity. The students felt happy and enjoy when the researcher applied the game in the classroom. It made them did not feel bored when they study. They participated, active, and speak more spontaneously because

they want to be involved in the games. As (Rahmawati, 2017) found out in her study, games significantly have improved students' speaking ability. The atmosphere in the classroom more colourful, which makes it the students easier to understand the material or the lesson. The various games that have also been used supported the positive responses that made them more eager for every meeting.

The atmosphere in the classroom undoubtedly will impact the process of teaching-learning. In this era, the traditional methods or strategies will not encourage students to speak up, let alone speak spontaneously. Various ways or activities should be applied, such as some games and integrate with technology. Understanding students and using appropriate strategies are factors to make the teaching-learning process more successful. (Allsop and Jessel, 2015) stated that teachers need to decide and choose which game can be appropriate for the students to speak spontaneously.

Some suggestion was presented from reviewing the research and discussion which mainly focuses on teaching English as a Foreign

Language (TEFL), particularly in implementing the game for students' speaking spontaneity. The suggestions are as follows; a) teachers should consider students' feeling in the teaching-learning process. Suppose the students feel happy and enjoy the process. It will make them easier to catch the lesson a) The teachers should be more creative and innovative, primarily teaching English as a foreign language where students do not speak the targeted language daily. b) Teachers should be aware of technology development in this modern era and apply it to the classroom. b) the teachers should be innovative in the classroom. Students need up-to-date ways of learning. They need recent techniques in learning and can relate to their environment. c) Teachers should recognize speaking spontaneity as one of the skills that need to be developed. d) Teachers should be considered to use games in the classroom. The game should be modified and created based on students' background and interstate it with technology. In that case, students can also feel the development of technology in this era.

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