IMPROVING STUDENTS' SPEAKING ABILITY BY USING PAPERPLANES GAME AT THE SECOND GRADE OF SMP YP PGRI 4 MAKASSAR

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ABSTRACT

The objective of the research is to find out the improvement of students' speaking skill by using paper planes game. This research employed pre-experimental method which one class was given pre-test, treatment, and post-test. The total sample was 15 students and it used purposive sampling technique. The instrument was speaking test to measure the students' speaking ability in learning process by using paper planes game.The result of the data showed that the implementation of paper planes game through TBLT framework in improving students' speaking skill was effective. The findings indicated that using paper planes game as method in teaching speaking was able to increase the students' speaking skill. It was proven by the mean score of students' post-test was higher than the students' mean score in pre-test (3.02>1.96) and the t-test value was higher than t-table value (14.256>2.201) at the level of significant 0.05 with degree of freedom was 14. Based on the result of data analysis, paper planes game activity can improve the students' speaking skill and it is the effective activity to make the students active in learning speaking. It can be concluded that the implementation of paper planes game through TBLT framework was successful.

Keywords: Speaking skill, TBLT, paper planes game.

INTRODUCTION

English is a language for everyone, and almost everyone is learning English including Indonesia. Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. By using language the people will express their ideas , emotion, and desires , and it is used as a medium to interact with another to fulfill their daily need. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English is the language of science, computers, diplomacy, and tourism. So, it is important for people to learn it. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. By learning English, the students will expand their world and their opportunities.

In teaching English, there are for major skills that should be mastered by students, namely listening, speaking, reading, and writing. English also has language components, including vocabulary, grammar, and pronunciation. Where students are expected to apply those skills and components in their daily live. Teaching and learning English has been conducted for a long time in Indonesia, however the result is unsatisfied. Even though the learners have been learning English for years, at least three years in Elementary School, three years in Junior High School, three years in Senior High School, and in University, not all of them have good ability in English. As part of language teaching, speaking is an important skill besides listening, reading, and writing. Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly.

According to Ladouse in Media (2013) speaking is described as the activity as the ability

to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Speaking is vocal sound making practice. We may say speaking means interacting in spoken language, or sharing one's thoughts and feelings. Speaking often means conveying information. Additionally, speaking ability can help build confidence in communicating and socializing between students.

There are still quite a lot of students who don't understand how to speak English well. The main problems students face are difficulties in pronouncing words, students feel it is very difficult to learn English, they still speak their own language, They were easily bored and lazy to learn, they also had difficulty in understanding the teacher's material, they trusted and often were shy and kept silent during the teaching process, because students were not familiar with English and it was completely different from Indonesian.

To eliminate the impression of students that English is difficult, teacher must use appropriate methods to teach English , especially speaking. There are a lot of ways in teaching speaking. One of the methods is using Paper Planes Game.Paper Planes Game is writing activity in teaching speaking ability. This is a fun and productive activity that can be used when teaching and learning speaking. Students can learn to speak English easier and more enjoyable.

The main objective of the research was to find out whether or not the Paper Planes game could improve the students' speaking ability at the second grade of SMP YP PGRI 4 Makassar or not.

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. There are some definitions of speaking proposed by some writers.

Caroline in Agustia and Amri (2013) states that speaking is a basic oral communication among people in society. It is speaking which serves as expression of thought and from a social behavior. Tarigan in Media (2013) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. According to Nunan in Rinda (2017) states that speaking is described as the activity and the ability to express oneselfin the situation, or the activity to report acts orsituation in precise words or the ability to corverse or to express a sequence of ideas fluently.

According to Oxford Dictionary (2011) states that speaking was the action of conveying information or expressing one's feelings in speech.

From the definition above, it can be concluded that speaking refers to communication, amomg people in sociaty and server as expressions of thought and from a social behavior. Speaking is a skill to use in a language appropriately to express someone's idea, opinions, or feelings in order to give or get information and kowledge from other people who do communication.

According to Piccolo (2010) there are two types of speaking activities, they are:
1) Task Based Activities
These were activities that ask students to accomplish a specific task by following simple instructions. These types of activities are generally preferred by asked of them. Tasks such as "reach an agreement", find "someone who", "Describe the media" are common ways of presenting such tasks.these tasks are also an excellend way to active language that has been presented in class, providing focused situations in which students will be forced to use the target language in order to continue.
2) Topic Based Activities
These are activities that allow the students more freedom. By choosing topic that students will identify with, they are given a chance to express theis though and opinionin more natural way. Activities such as discussion or debates are common examples of these types of activities. These tasks let students priod of time. It is a great way to see what students have retained from the lesson, asthey must construct sentences by themselves.

According to Rora (2015), there are several components of speaking, they are:

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking.

2) Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a principles that can be used to generate all well form or grammatical utterances in the language.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

3) Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently.

4) Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely withoutinterruption. The aim is to help students speak fluently and with easy.

5) Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaking.

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. According to Tarigan in Laksana (2016), there are three important aims of speaking:

1) To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular porpuse. In this case , the speaker just want to inform about a fact.

2) To Entertain

        To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected premirily based on their entertaiment value. For example when the teacher told about story to the students, the parents told the funny stody to their children. By doing it, speaking will be more interesting to be heard by the listeners.

3) To Persuade

        To persuade means the speaker tries to confirm the hearer to do something in certain activity. The techer has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understant the mindset the lesson and be active to join the lesson. The activities need the actionto make the liatener interested toperform the the action in which the speaker wants.

4) To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning. Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From the statements above, it can be concluded that someone can inform their feelings by speaking and knows the feeling of somebody asking him in their communication and making certain decisions.

        According to Brown and Yule (2012) there are three functions of speaking, those are: talk as interaction, talk as transaction, and talk as performance.

1)   Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore,they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2)   Talk as transaction

In talk as transaction is more focus on message that conveyed and make others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talkingwhat their way to understanding.

3)   Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, teling story and so on.

        In teaching, game is used as media. Media is made up of visul media such as globe, charts, map, etc., audio media such as radio and cassettes, audio visual media such as television, simulation, and games. Game is an activity that gives not only students but also teachers some fun, inspiring and challenging. Games leverage and improve the ability to communicate and speak and to learn indirectly. A game is used whenever there is an element of competition between individual students or team in a language activity. In the study, Greenall in Lan Luu (2019) further emphasizes the significant effects of games. Games can increase reasonable chances for students to cooperate. The learning environment provided by games is friendly.

        According to Aphrogranger (2018), paper is a resource that is easy to get our hands on hand would otherwise be just another toy or recycled rubbish, and paper planes or other crafts, are therefore easy to add to our class, with minimal or zero preparation. Paper planes as a getting to know our partners better activity, during, our new etwinning with huge succes.

        Paper Planes Game is a game where students can learn while playing, students do this activity in pairs . Each pairs will need a couple of pieces of Paper. Therefore, the use of game in learning is an activity which teachers should apply, because games are interesting learning activities for students.

        Based on the explanation above, the researcher concluded that Paper Planes Game is the interesting activity for students to learn speaking because they can learn through competing and playing.

Based on the researcher that the writer found that paper planes game:

a. It is not use a boring activity

b.   It is fun for students
c.   It involves friendly competition and keeps students interest
d.   It serves students to learn pronouncing and spelling words
e.   The students more active that teacher.

According to Aphrogranger (2018), Paper Planes Game is a gread game that any teacher can use during classes. There was some procedure of teaching speaking through paper planes game:
1.   Teacher prepares some papers and some utensils.
2.   Introduce the rules to the students. Its likely that some have already heard of the game, but also likely that some have not.After that give everyone a chance to think of their three to five facts about themselves and write down on a pieceof paper.
3.   To start the game, the students stands in front of the class make lines in pairs.
4.   Start a timer and have them to throw their paper planes around their middle at the same time. After that, ask them to sit down without paper.
5.   Each students should pick up the plane that landed next to them, unfold it and read the facts and try to guess whom these facts belong to.

RESEARCH METHOD

In this research, this researcher method was pre-experimental method with one pre- and post-test group. The purpose of this research was to know whether Paper Planes Game to be able to improve the students' speaking ability ofSMP YP PGRI 4 Makassar.

There were two variables in this research namely independent and dependent variables. Independent variable of this research is paper planes game, and dependent variable is the students' speaking ability.

The population of this research is the second grade students of SMP YP PGRI 4 Makassar in academic year 2020/2021 that consist of two classes. The total number of population was 30 students.

The researcher used purposive sampling technique. The researcher took select the class as the sample to get representative data. The researcher took one class as the sample namely VIII.B which consists of 15 students. The researcher chosen this students because the students still low in speaking.

In order to get the data, the researcher used speaking test. The speaking test intend to find out the description of students speaking ability. The researcher gave the pre test to know the students knowlegde about speaking, while the post test gave to know the students speaking ability after giving the treatment. The pre test and post test focused on students speaking ability that covered accuracy, fluency, and comprehensibility.

In collecting data, the researcher used three steps, firstly pre-test which conducted in the beginning of the experiment and applied by one meeting. Secondly, treatment which conducted after giving pre-test, here, the researcher introduced and applied Paper Planes Game. And the last, post-test conducted after giving the treatment to the students.

Data analysis was the last step of the reserch. In this case, the researcher calaculated the data which was obtain from the research. The objective of data processing was to know students' learning achievement. After getting the data from pre test and post test, it analyzed by quantitative statistical analysis. The table of accuracy, fluency, and comprehensibility scoring and criteria in pre test and post test.

RESULTS AND DISCUSSION

Results

The researcher gave the pre-test to the students before having the treatments by using Paper Planes Game. In the pre-test, the researcher did the test orally. The students asked to speak about their family in front of the class. This test aimed to know the speaking ability of the students in three components there were pronunciation, accuracy and fluency. The post-test was given to the students after having the treatments, which aimed to know the achievement of the students

speaking ability after they got the treatments.

In this chapter, the researcher explained the result of the research. They were pretest, treatment and post-test. In pre-test, the researcher found that there were some students had difficulties to express their idea, and they were shy to speak in front of the class because they had many bad limited pronunciation, vocabulary and lack of grammatical knowledge. Therefore, the researcher gave the treatments by using paper planes game while it conducted in four meetings. In the first meeting, the researcher gave the topic about place. Second meeting, the researcher gave the topic about the people their admire most. Third meeting, the researcher gave the topic about their best friend and in the last meeting the researcher gave topic about building.

The result of the data analysis, where the target of the research was to improve the students speaking skill. The target of the researcher were, accuracy, fluency, and comprehensibility which was tabulated from pre-test and post-test in speaking.

1. The score of three components of the students speaking in post-test

After having the treatments, the researcher gave the post-test. In the post-test, the students asked to speak about their "people they admire". The table of the students score showed that the score of students' speaking ability after using Paper Planes game, the total score of the students were 136 and the mean score was 9.07 which could be accounted in the rate of three components were 3.02. Their score could be shown in each component.

2. The mean score, standard deviation, and total score of the students' pre-test and post-test

After calculating the result of the students' pre-test and post-test, the mean score, standard deviation and total score of the students in pre-test and post-test was presented as in the following table:

Table 1. The mean score, standard deviation, and total score of the students' pre-test and post-test

TEST	MEAN SCORE	STANDARD DEVIATION	TOTAL SCORE
PRE-TEST	1.96	0.452	**29.34**
POST-TEST	**3.02**	**0.463**	**45.33**

The data of the table 4.15 above indicated that the mean score of the students' pre-test was 1.96 from the total score 29.34 which classified as poor score, while the mean score of the students' post-test was 3.02 from the total score 45.33 which classified as good score. So the researcher concluded that the mean score of post-test was higher than pre-test score.

It meant that paper planes game could improve the English speaking skill of the second-grade students of SMP YP PGRI 4 Makassar.

3. T-test Value

The using of t-test in this research was to know the students' significance in students' English speaking skill after treatments by using Paper Planes. The test of the students' speaking ability achievement after they had the treatments presented as in the following table:

Table 2. Distribution the Value of t-test and t-table

VARIABLE	T-TEST	T-TABLE
$X_2 - X_1$	**14.256**	**2.145**

The data of table 4.16 above showed that the t-test value was higher than t-table value of the students' speaking achievement where the value of t-test was 14.256 and t-table was 2.145. It could be indicated that there was a significant difference between the result of pre-test and post-test of students' speaking skill before and after taught by Paper Planes game.

4. Hypothesis Testing

To find out the degree of freedom (df), the formula used is as in the following:

Df = N – 1 where (N = 15)Df = 15 – 1

Df = 14

Based on the table (look in appendix distribution of t-table) for level of significance (p) = 0.05 and degree of freedom (df) = 14 thus the value of t-table was using interpolation system. Thus, the value of t-table was 2.145.

Comparing the t-test value, it could be concluded that t-test value (14.256) was higher than the value of t-table (2.145). In the other words, it could be said that 14.256 > 2.145. It meant that null hypothesis (H_0) of this research was rejected and the alternative hypothesis (H_a) was accepted because there was a significance different between the pre-test and the post-test by using Paper Planes game in teaching speaking.

From the analysis above, the researcher concluded that there was a significance different between the result of pre-test and post-test score of students' speaking achievement after presenting the material by using Paper Planes game. In other words, it could be said that the used of Paper Planes game could improve the students' speaking skill. The test of the students' speaking ability was improvement after they had the treatments and it was presented in the following table.

Discussion

In this section, the researcher discussed about the result of using Paper Planes game in teaching English speaking ability. The data of this research were collected by using pre-test and post-test. A pre-test was given before the students having the treatments. The researcher gave the pre-test to the students which aimed to find out the students' prior knowledge. After having treatments, they were given a post-test which aimed to find out the students' speaking achievement.

In addition, the researcher gave the treatments as four meetings with the topic as followed. The first meeting was "describe about place, the second meeting was "describe about people who admire most", the third meeting was "describe about friend", and the last meeting was "describe about building".

Therefore for the specific information, the researcher would like to explain about the students' speaking ability after giving the fourth treatments as followed. The speaking ability that was measured included accuracy, fluency and comprehensibility.

In accuracy, there was none students got excellent score, there was none students got very good score, there was none students got good score, there were five students got average score, there were eight students got poor score, and there were two students got very poor score. In fluency there was none students got excellent score, there was none students got very good score, there was none students got good score, there were four students got average score, there were nine students got poor score, and there were two students got very poor score. In comprehensibility there was none students got excellent score, there was none students got very good score, there was none students got good score, there was none students got average score, there were eight students got poor score, and there were seven students got very poor score.

After having the treatments, the researcher gave the post-test. In the post-test, the researcher asked the students to talk about people who they admire to know speaking ability of the students of three components of speaking. There were accuracy, fluency, and comprehensibility for knowing students' speaking ability after doing the treatments. The post-test result of the students' speaking ability in each component could be shown in the following.

In accuracy there was none students got excellent score, there was none students got very good score, there were five students got good score, there were nine students got average score, there was one student got poor score, and there was none students got very poor score. In fluency, there was none students got excellent score, there was none students got very good score, there were four students got good score, there were eight students got average score, there were three students got poor score, and there was none students got very poor score. In comprehensibility, there was none students got excellent score, there was none students got very good score, there were four students got good score, there were seven students got average score, there were six students got poor score, and there was none students got very poor score.

After they got treatments, in the third and fourth tretment the students' achievement in speaking was good. It was shown by the rate percentage of students' post-test in accuracy, fluency, and comprehensibility. In this treatment, the researcher seen that the students were active and enjoyed the teaching and learning process. They showed their enthusiasm and interest in teaching

and learning process by using Paper Planes game. Most of the students took a part in teaching and learning process, they were enthusiasm in exploring their idea and knowledge about speaking ability by using this method.

It can be seen in the mean score of pre-test that was 1.96 before having tretment and after having four treatments, the pot-test result showed improvement to 3.02. It shows that the post-test result was higher than the pre-test result. It has been explained in the previous chapter that if the result of the post-test was better than pre-test it means the method was effective to be applied in teching. Based on the result of the test, the researcher found that there was a significance between the result of pre-test and post-test after comparing it with value of t-table. Where the t-test value 14.256 was higher than the value of t-table 2.145. in the other words, it could be said that 14.256 > 2.145. It meant that null hypothesis (H_0) of this research was rejected and the alternative hypothesis (H_a) was accepted because there was a significance different between the pre-test and the post-test byusing Paper Planes game in teaching speaking.

From the result above, the researcher found that the Paper Planes Game was effective to improve students' speaking ability. In the previous chapter, according to Okselina and Anwar (2018), paper planes game is the type of game that uses some question based on the material taught in the classroom.

CONCLUSION

Based on the result of the discussion, the research formulated the conclusion as follow: Using Paper Planes game in teaching English significantly improved speaking skill of the second-grade students of SMP YP PGRI 4 Makassar in term of students' speaking accuracy, fluency and comprehensibility. It could be seen from the students' achievement through pre-test and post-test. The pre-test mean score was 1.96 while the post-test mean score was 3.02. It meant that the mean score of post-test was higher than the mean score of pre-test. In other words, it could be said 1.96 < 3.02. Based on the result of the data, the researcher concluded that using Paper Planes Game could improve the students' speaking skill.

Considering the conclusion above, the researcher would like to offer some suggestion as follow: Teaching is not an easy task, because many students assume that speaking is easy. Talking is the hardest ability that can be mastered. Teachers will, as a sequel, during the teaching learning process, they encounter several obstacles. Therefore, the best strategy that can improve both the attitude of the students towards speaking and the speaking skill of the students should be able to choose.

The students should always be active in teaching learning process; they were not shy and not afraid of English lesson. They should study English continually in the classroom and in their house. Moreover, the students should pay attention to the explanation when the teacher taught speaking, if the teacher gave question or instruction, they could answer and response well.

For future researcher, the researcher have to be better the strategies or method used in teaching speaking and got many experience about how to choose the technique to improve speaking skill of students and how to learn with others. The result of this research can also be used as an additional reference or further researcher with different discussion.

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