**Teaching Speaking Through Hidden Object Game at Senior High School**

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**Abstract**

Penelitian ini dilaksanakan untuk mencari tahu (1) ada atau tidaknya peningkatan secara signifikan dalam pencapaian berbicara siswa dengan menggunakan permainan *hidden object* sebagai sebuah medium dalam mengajarkan monolog deskripsi, dan (2) respon siswa dalam implementasi permainan *hidden object*. Subjek penelitian ini adalah 36 siswa kelas sepuluh SMA. Pola penelitian ini adalah *one group pretest-posttest design*. *Paired samples t-test* digunakan untuk menguji nilai siswa. Hasil uji menunjukkan bahwa terdapat peningkatan signifikan secara statistik oleh permainan *hidden object* terhadap pencapaian berbicara siswa dengan tingkat signikan (0.00<0.05). Para siswa juga memberikan respon positif terhadap implementasi permainan *hidden object*. Berdasarkan hal ini, dapat dikatakan bahwa permainan *hidden object* mempermudah siswa untuk meningkatkan pencapaian berbicara.

The research was conducted to find out (1) whether the hidden object game as a medium in teaching descriptive speaking has a significance effect to increase speaking achievement, and (2) how the students’ responses to the implementation of the hidden object game. The subjects were 36 students of first grade students of senior high school. The research design was one group pretest-posttest design. Paired samples t-test was used to test the students’ scores. The result showed that there was a statistically significant effect of the hidden object game on the students’ speaking achievement with significant level (0.00<0.05). The students also gave positive responses of the implementation of the hidden object game. This suggests that the hidden object game facilitates the students to improve their speaking achievement.

***Keywords:*** *Hidden object game, descriptive speaking, students’ response.*

**INTRODUCTION**

Speaking skill has a big influence in communication. There are many reasons for people to learn spoken English, for example is to pass an examination or to go abroad. Whatever the reasons, they want to be able to communicate in English. Therefore, speaking also should be mastered by the students who learn English. Speaking, as Lado (1976: 240) defines is an ability to converse or to express a sequence of ideas fluently. In addition, according to Brown (2001) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In other words, the speaker can deliver his thought with words so he can communicate with others.

There several problems that occur in speaking, i.e. the problem is the incapability of the students to deliver their ideas to describe a thing verbally. This problem does not only happen in junior high level, but also in elementary level and even in senior high level. The main reason is the students are afraid to speak up. They are afraid of making mistakes and not confident with their ability because in speaking they cannot edit and correct what they want to say. It makes the students do not want to speak and never practice their oral skill.

Now, the teacher’s role is creating activities in which the students can practice and apply what they have learnt orally without feeling afraid. So, in order to stimulate the students in learning activity, teacher needs media. According to Van Els et al. (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives. One of the media is video game that can make students learn in relaxing and fun situation. Based on Krashen (1981, 1982), it is believed that video games might be an effective support tool in the second-language acquisition (SLA) process. Video games have many genres; one of them is the hidden object game. Hidden object game is a genre of video games that focuses on player vocabulary mastery.

In a previous research conducted by Resmi (2012), hidden object game significantly improve students’ vocabulary mastery at elementary school level. Homan (2015) also mentions that hidden object games are a way for individual students to work on their literacy and vocabulary skills rather than as in-class collaborative exercises. From those previous researches, the researcher takes interest in using hidden object game *“Forgotten Riddles: Moonlight Sonatas”* to increase students’ descriptive speaking skill significantly at senior high school level. Not only the increase speaking skill, but also to find out the students’ responses of the implementation of the hidden object game.

**METHOD**

The research is a quantitative research, which used one group pretest-posttest design. By using one experimental class, it meant that this class received pretest before the treatment and after the students’ got the treatment, they also received posttest. The result of pretest and posttest was compared to find out the difference.

The population in this research was the first grade students of SMAN 5 Bandar Lampung in academic year 2016/2017 which had about 35 students in each class. In conducting the research, the researcher took one class as the experimental class. The sample class was X MIA 2, which is chosen by using lottery technique, consisted of 36 students. This class was taught descriptive speaking by using the hidden object game.

The criteria for evaluating students’ speaking ability are based on the oral rating sheet from Harris (1979:81). There were five aspects tested: pronunciation (including the segmental features vowels and consonants, and the stress and intonation patterns), grammar (the use of language structure), vocabulary (choice of words), fluency (the ease and speed of the flow of speech) and comprehension (for oral communication that require a subject to respond to the speech). In addition, to find out the students’ responses toward the media, the questionnaire was given after implementation of the hidden object game “Forgotten Riddles: Moonlight Sonatas”. The questionnaire consisted of 15 questions which are related to the implementation of the media in speaking class. The questionnaire were using five points Likert Scale to measure the responses. They were odd-numbered scale which each of the points was strongly disagree, disagree, neutral, agree, and strongly agree.

**Table 1. Distribution of Pretest Score and Posttest Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score Interval** | **Quality of Score** | **Pretest** | | **Posttest** | |
| Number of Students | Percentage | Number of Students | Percentage |
| 100 | 5 | - | - | - | - |
| 80-99 | 4 | - | - | 4 | 11.11% |
| 60-79 | 3 | 3 | 8.33% | 30 | 83.33% |
| 40-59 | 2 | 10 | 27.78% | 2 | 5.56% |
| 20-39 | 1 | 23 | 63.89% | - | - |

**RESULTS**

Table 1 shows the distribution of students’ scores for the pretest and the posttest. The score was given by two raters, based on the oral rating sheet by Harris (1979:81).

From the scores, the gain between the pretest and the posttest was 32.55. It implies that the hidden object game as the teaching media can increase students’ speaking achievement which later would be proven by the result of hypothesis testing. The gain could be seen on the descriptive statistic in table 2.

Paired Samples t-test was used to compute the data. This test compared the result of the pretest and the posttest to find out the improvement of students’ speaking achievement.

Referring to table 3 of Paired Samples Test, it was evident that the value of two tailed significance was 0.000. Table above also shows that t value was 18.834 therefore t-value was higher than t-table (18.834 > 2.042). It implied that there was difference between score of the pretest and the posttest. Then, from the output we could see that the significance value (2 tailed) showed that α < 0.05 (α = 0.000). Therefore, the null hypothesis (H0) is rejected and the research hypothesis (H1) is accepted. Thus, there is a significance effect to increase students’ ability in descriptive speaking by using the hidden object game.

| **Table 2. Descriptive Statistics of Gains of Students’ Speaking Achievement** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Pretest | 36 | 22.00 | 72.00 | 37.8889 | 12.95217 |
| Posttest | 36 | 54.00 | 82.00 | 70.4444 | 6.18036 |
| Valid N (listwise) | 36 |  |  |  |  |

| **Table 3. Paired Samples Test** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|  |  | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | |
|  |  | Lower | Upper |
| Pair 1 | POSTTEST – PRETEST | 3.25556 | 10.37151 | 1.72859 | 36.06477 | 29.04634 | 18.834 | 35 | .000 |

In addition, to see the comparison of scores in each aspect of speaking skill, it could be seen on the data in graph 1. The data are the comparison of speaking aspects from the pretest to the posttest. For the improvement in each aspect, it could be seen that pronunciation increased 5.94 points, grammar increased 6.78 points, vocabulary increased 7.22 points, fluency increased 6.11 points and comprehension increased 6.50 points. From these data, it could be concluded that the hidden object game also could improve scores of each speaking aspect.

As for the students’ responses, it could be reported that the distribution of the students’ score in the questionnaire were; 24 students (66.67%) had score from interval of 56-75, then 12 students (33.33%) got score at 35-55 interval and there is no any student scored at interval of 15-35. The data showed that more than a half of the students in the classroom gave positive responses of the implementation of the hidden object game. It can be concluded that students felt contented to have a learning-teaching process of descriptive speaking by using the hidden object game as learning media.

**Graph 1. The Comparison of Speaking Aspects Score in Pretest and Posttest**

**DISCUSSION**

From the t-test result, it showed that the significance level was 0.000, which means it was lower than alpha level (0.05). It could be inferred that the researcher found that there was a significant increase of students’ speaking achievement after being taught descriptive speaking through the hidden object game because the research hypothesis was accepted. The improvement occurred because learning by using video games makes the students enjoy and encourage them in the learning activity. The reason is gaming already a part of the students nowadays. By using video games, it showed them that those games also could be the source of learning. Koster (2005) says, *“With games, learning is a drug,”* which is proved by the students’ good result in this research.

There was also an improvement in each aspect of speaking skill. From all aspect, vocabulary aspect improved better than others. The result is in line with Resmi (2012) who says that it is effective to teach vocabulary by using hidden object game at elementary grade. It means the hidden object game has the same effect in different level, in this case is at senior high school level.

On the other hand, the improvement in grammar aspect also in line with Yolageldili and Arikan (2011) who find that by using games, it is effective to teach grammar for young learners because the learning process becomes enjoyable and permanent, it also provides learners with a meaningful context for practicing grammar communicatively. It is also supported by Krashen in Campos et.al (2013) who states grammatical structures has a "natural order", which is predictable, and to understand those structures effectively the learner must be exposed to similar environment with the native of target language, in this case, by playing video games which gives the player approaches the language in a real context, because video games are designed and developed by native speakers.

Video games surely have a potential role in education world. As Prensky (2006) says the parents or teachers nowadays should realize that computer and video games, which engaged kids’ interest, are not only for fun, but they are part of a huge learning and social system. Because of it, teachers notice the role of video or computer gaming stimuli in the development of students’ literacy abilities (Sanford & Madil, 2007). Gee (2003) says that with proper teacher guidance, video games, through the power of simulation, not only promote higher-level thinking skills, but also provide opportunities to delve into the language and knowledge of professionals from other semiotic domains. It also shows that there is a possibility that language learning can be supported by digital games (Anderson et. al., 2008).

As for the students’ responses to implementation of the hidden object game, the result of questionnaire that had been distributed showed that they were contented to have the hidden object game as a media to learn descriptive speaking. They liked the hidden object game because it is different from the usual media which used for learning. Having computer game in the classroom made the students enjoyed the teaching-learning process. Most of the students (58.33%) strongly agree that they were enjoying the teaching-learning process by using *“Forgotten Riddles: Moonlight Sonatas”*. Meanwhile, twenty students (55.56%) agreed that by using this video game, their problem of descriptive speaking were solved.

**CONCLUSION**

From the data analysis and discussion, it could be said that by using video games; in this research’s case was the hidden object game; as teaching media, it shows the kids that they could learn many skills, including English speaking skill. It could be concluded that the hidden object game has a significance effect in increasing students’ speaking achievement. This significance improvement is likely happened because by using video game as media makes the students got the same atmosphere with English native speakers, since most of video games are developed by natives and the target of those video games are natives too. It makes the learners can have an experience and example in using the language in the real context.

Along with that, the overall data of questionnaire showed that more than a half of the students in the classroom gave positive responses of the implementation of the hidden object game. So, it could be concluded that the hidden object game *“Forgotten Riddles: Moonlight Sonatas”* could be considered as a good medium to teach speaking.

**SUGGESSTIONS**

There are some suggestions referred to the conclusions above. First suggestion is for the teachers who want to use the hidden object game for teaching-learning activity in the classroom. The teacher should play the game by themselves to master the game first before bringing it to the classroom. It is needed to master the game completely, especially on vocabulary aspect since some words are not really suited for senior high school level. The teacher also should pay attention to technical things, like lighting or placement of screen projector. Teachers should arrange class activity as interesting as possible, and they also could make the hidden object game as homework so the students also play it at home.

Second suggestion is for the other researchers. The further research could give more attention to the lowest aspect improvement in this research, which was pronunciation. They also could apply other kinds of speech, i.e. narrative, recount, report, etc. and it could be conducted on different level of education or different condition of subjects. It also could be compared to other media or to different classes of subjects.

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