Wheel Conversation Game in Teaching Speaking Skill for EFL Classroom

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Abstract

In this study the researcher investigated the effectiveness of wheel conversation game in teaching students' speaking skill. The researcher used a pre-experimental design. The researcher used a speaking test in the form of a questioning and answering, it was given to 29 students of *MA. Mu'allimat NW* Pancor. The researcher calculated the mean score and standard deviation, normality, homogeneity and testing hypothesis. The results of the data analysis indicated that the mean score of pre-test was 30.48 and the post-test was 52.41. In testing hypothesis the researcher used Paired Sample t-test and total score 20.29 at $p = 0.00$. In normality testing the researcher used Shapiro-Wilk, total score of pre-test was 0.08 and post-test was 0.27. The result of homogeneity testing was 0.74. In this case, present researcher used One-Way Annova to look for the homogeneity testing. So null hypothesis was rejected and alternative hypothesis was accepted. Based on the data above, it can be concluded that wheel conversation game was significantly effective in teaching speaking at an EFL classroom.

Key Word: *Wheel Conversation Game, Teaching Speaking, EFL Classroom*

1. Introduction

In learning English, there are four skills that should be mastered. Those are listening, speaking, reading, and writing. The skills are divided into two groups: receptive skill–listening and reading and productive skill–speaking and writing. Speaking is the most important one of all because speaking is a productive skill and direct communication. According to Harmer (2007, p. 265), "productive skill is language skills where the students produce the language themselves". When students desire to speak, they have to create or

produce their language. Speaking as a productive skill has a good role in real life communication.

Speaking is a way to express our feeling and to tell information directly, so it is called direct communication. Tarigan (2008, p. 16), says that speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling, opinion, and wish.

In 2013 Curriculum, there are four main indicators that have to be achieved by students. Those are religious, social, knowledge, and ability. The indicator of ability is an important one because this indicator helps students to be a good English user. The indicator of ability in K-13 is students are able to process and present what they have learned at school and apply it in real life (Kemendikbud, 2016, p. 6). Every material should be practiced to make sure that students are able to use it in their daily life. It is teachers' responsibility to make students achieve the indicator by guiding students to practice.

As a matter of fact, teachers just teach the theory of speaking. When the researcher was doing Magang III at senior hight school, the teacher just taught the students how to arrange the sentence without guiding them to practice. It makes students assume that speaking is difficult and it is hard to speak English. Actually speaking is not difficult but the way and the place to practice are matters.

It is hard for the students to practice individually. Most of the students are confused about the way to practice what they have learned at school. It means that they need guidance from their teachers. Teachers should guide students to practice, so the indicator will be achieved. In K-13, students are the subject (center) of the learning process meanwhile teachers are the facilitator who give facility to the students (Kemendikbud, 2016, p. 2).

In order to support the teaching process in K-13, the researcher will apply Wheel Conversation Game as an additional activity in teaching process. The activity that should be done by students is conversation and repetition. It will make students easy to speak spontaneously because they have been familiar of speaking English when they do Wheel Conversation Game. It also solves students' confusion in practicing their knowledge. Exactly this game is the combination of drill practice and repetition. Drill practice is a method that gives a chance to practice for all students in short time but in Wheel Conversation Game all

students will have chance to practice for long time and they will do repetition. As the best way to learn a language is practice, practice and practice.

Indonesia as one of many countries in the world which adopts English as a foreign language. Indonesian people speak English based on the rule which uses in American and British because English is a foreign language in Indonesia. Indonesian students are called EFL learner. The students learn English as foreign language not as a second language. There are many students in Indonesia who learn English including the students of MA. Mu'allimat NW Pancor. The students learn in a group which is called EFL classroom.

In this research, the researcher uses a kind of game as an activity in teaching speaking and the game that will be used is Wheel Conversation game. This game is modified from Inside and Outside Circle technique (Kagan, 1994, p. 7.16).

Inside and Outside Circle (Kagan, 1994, p. 7.16) is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. the researcher modifies Inside and Outside Circle become a game activity and adds some steps which allow the students to practice their knowledge and make them familiar in speaking.

2. Method

The researcher investigated the effectiveness of wheel conversation game in teaching speaking at an EFL classroom and the research design which was used was pre-experimental pretest-posttest design.

2.1 Participants

2.2.1 Population

The population of the study was the tenth graders consist of seven classes. Meanwhile, the number of population was 227 students.

2.2.2 Sample

The sample of the study was the students of class X Science 4 of *MA. Mu'allimat NW* Pancor in the academic year 2016-2017 which consists of 29 students. The researcher took the sample by cluster random sampling. The researcher took and randomized the seven classes by lottery.

2.3 Data Collection

2.3.1   Instrument of Collecting Data

In this research, the researcher used instruments to take the data using video recorder. The researcher provided 10 questions which ask about the description of something and the students have to answer it orally by recording their selves during 5 minutes included to pre-test and post-test. To measure the students' speaking, Moedjito (2016, p. 65) mentions that speaking test aims out our assessment of the speaker's use of intelligibility, fluency, lexical accuracy, grammatical accuracy, word pronunciation accuracy, word stress, sentence stress, adjustment in connected speech, intonation, and rhythm. Therefore, the researcher measured the students based on 5 factors of the assessments in the sheet as in Table 01.

Table 01. Scoring Rubric

No	Aspect of Assessment	Level of Assessment	Criteria of Assessment
1	Intelligibility	5	Full indelibility
		4	Largely indelibility
		3	Reasonable indelibility
		2	Little indelibility
		1	Not indelibility at all
2	Fluency	5	Almost no pauses
		4	Few pauses
		3	Some pauses
		2	Many pauses
		1	A great number of pauses
3	Sound Accuracy	5	Almost no mispronounciations
		4	Few mispronounciations
		3	Some mispronounciations
		2	Many mispronounciations
		1	A great number of mispronounciations

4	Intonation	5	Not disturbing at all
		4	Little disturbing
		3	Somewhat disturbing
		2	Disturbing
		1	Extremely disturbing
5	Grammatical Accuracy	5	Almost no grammatical errors
		4	Few grammatical errors
		3	Some grammatical errors
		2	Many grammatical errors
		1	A great number of grammatical errors

(Moedjito, 2016 p. 16)

Table 02. Score Category

Score	Category
85 – 100	Very Good
60 – 84	Good
50 – 59	Sufficient
36 – 49	Insufficient
0 – 35	Very Insufficient

2.3.2   Techniques for Collecting Data

a.   Pre-test

Pre-test was a test given to students before the treatment. It was intended to measure the speaking ability of the students before using wheel conversation game in teaching and learning process of English.

b. Treatment

After giving the pre-test, the students were taught about descriptive text by applying wheel conversation game. The treatments took place within 4 meetings.

c. Post-test

Post-test was a test given to the students after conducting the treatment. An instrument was designed to measure the result of the treatment.

2.3 Data Analysis

The researcher used descriptive statistics to analyze the data. The researcher found the mean score (M) and standard deviation (SD) of students' score. There are two statistics required for testing hypothesis; those are normal distribution test and homogeneity. Normality testing was used to know whether or not the data has normal distribution. To know the data was normal or not, the researcher performed Shapiro-Wilk. Homogeneity was conducted to know whether the obtained data of the sample is homogenous or not. The result of data can be shown after the present researcher compares the result of pre-test and post-test. Furthermore, to analyze the hypothesis testing which is aimed to know whether the null hypothesis is accepted or not, the present researcher used Paired-Samples T-Test.

Shortly, The researcher analyzed it using SPSS 22 for windows. The researcher analyzed the mean score and standard deviation using descriptive statistics. The researcher used Shapiro-Wilk for normality testing and to find out the homogeneity of variance One-Way Annova was used. The last was paired-sample t-test for testing hypothesis.

3. Results

Based on the data that had been gotten in pre-test and post-test, the standard deviation of pre-test was 5.49 and post-test was 6.27. The lowest score of pre-test was 20 and the highest was 40. On the other hand, the lowest score of the post-test was 40 and the highest score was 64. In addition, the mean score of pre-test was 30.48 meanwhile in post-test was 52.41. The mean score of post-test was higher than the mean scores of pre-test; it proves that Wheel Conversation Game is effective in teaching speaking.

The result of pre-test proved that the students had problems in speaking. The mean score of pre-test was 30.48 which were categorized into "Insufficient". The detail data regarding the achievement of the students in pre-test was as follows: 21 students (72%) were categorized into "Very Insufficient" and 8 students (28%) were categorized into "Insufficient". From the previous data it can be concluded that the majority of students (72%) still had problems and were as the center point of improving students' speaking.

On the other hand, the result of post-test further showed that students' speaking was significantly improved, it can be known by the mean score of post-test (52.41) which were categorized into "Sufficient". The detail data regarding the achievement of the students in pre-test was as follows: 10 students (34%) were categorized into "Insufficient", 14 students (48%) were categorized into "Sufficient", and 5 students (17%) were categorized into "Good". From the previous data it can be concluded that the majority of students' speaking (66%) had been improved through wheel conversation game.

Normality testing was used to check whether the distribution of pre-test and post test was normal or not. Moreover, if the values of the significance level of pre test and post test are more than the values of the significance (p) = 0.05, the distribution of pre-test and post test was normal; otherwise, the distribution of pre-test and post test was not normal.According to the result of Shapiro-Wilk, it was found the value of Shapiro-Wilk in pre-test was 0.08 while in post-test was 0.27. It proved that the data was normal because the values of the significance level of pre test and post test were more than the values of the significance (p) = 0.05. Based on the calculation of One-Way ANOVA, the value of significance level = .74 and Levene's statistic was .11. The value of significance level is more than 0.05, it meant that the data was homogeneous. After performing Paired-Samples T-Test, the researcher found that the mean difference between the mean score of pre-test and post-test was 21.93.

In addition, the result of paired sample t-test which shown that there was a significant difference in the mean scores between post-test and pre-test, $t = 20.29$ at $p = 0.00$. This proves that null hypothesis was rejected and alternative hypothesis was accepted. It meant that Wheel Conversation Game was effective in teaching speaking at an EFL classroom.

4. Discussion

After collecting and calculating the obtained data, the researcher found that Wheel Conversation Game was effective in teaching speaking. It can be seen from the result of descriptive statistics where the mean score and standard deviation of pos-test were higher than pre-test.

The result of the previous calculation indicated that there was improvement of students' speaking after treatment. In giving treatment the teacher allowed the students to find their weakness and their problem in English speaking. At the last of every meeting the teacher and the students solved the problems that had been gotten together. It improved the students' speaking. That why the mean score of post-test was higher than pre-test. In conclusion, Wheel Conversation Game was successful in improving students' speaking.

Meanwhile, the result of paired-sample t-test was proved that wheel conversation game was significantly effective in teaching speaking at an EFL classroom. It can be known from distance result between the mean score of pre-test and post test. In addition, the result of sig. 2 tailed proved that wheel conversation game was significantly effective in teaching speaking at an EFL classroom strongly.

This study also was supported by Wright (2005, p. 27) that language game is attract interest, motivating, and stimuli to involve in teaching learning process without any doubtless. In addition, Steve Sugar (1998, p. 3) that Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games.

In conclusion, Wheel Conversation Game that as an additional activity in teaching speaking is a game. In the result of this research is that Wheel Conversation Games is significant effective in teaching speaking at an EFL classroom.

5. Conclusion

Referring to the result of the research, the researcher got some conclusions as: The mean score of pre-test was lower than pos-test. It means that wheel conversation game is effective in teaching speaking and Wheel conversation game was significantly effective in teaching speaking at an EFL classroom. It can be seen from the result of Paired-Samples t-test where the sig. 2 tailed was lower than 0.05. and the there are some suggestion from the researcher such as: It is suggested that teachers use wheel conversation game as an additional activity in teaching speaking because it helps students to practice their knowledge especially their speaking and can become more active in classroom; Teachers should prepare what they need in playing this game. It means that before playing wheel conversation game, it is better if the teacher makes sure all the materials that are needed are ready; The teachers have to be careful in controlling the class because this game can cause the teachers lost control in the process of playing. The class will be noisy because of the students' voice when they are conversing.

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