

THE EFFECT OF TWO PICTURE GAME TOWARDS STUDENTS' SPEAKING ANXIETY

Muh. Mahrup Zainuddin Sabri
SMA Negeri 1 Jerowaru, Lombok Timur, NTB
sabri33@gmail.com

Abstract

This research is aimed to find out the effect of Two Picture Game Towards Students' speaking Anxiety at SMAN 1 Jerowaru. The research was experimental research and the research design that was used quasi experimental, control and experimental group design. The population of the study was the IPS 1 and IPS 2 students of SMAN 1 Jerowaru which consisted of two classes. Two classes were chosen as the samples, those were IPS 1 as experimental class, and IPS 2 as control class. They were chosen by using sampling technique. Experimental class was treated by using two picture game, and control class was treated by slowly reveal. The data of the research were primarily gathered from post test and questionnaire, where the result of mean scores of an experimental class, was higher than the result of mean scores of control group. Then, in analyzing the data of the research the researcher used SPSS. Based on the analysis of the data above, it was found that t-test (t_o) score was 8.271 with the degree of freedom (df) = 20 and t-table (t_t) was 000 at the significant level = 0.05 It was showed that t-test is lower than t-table, in can be concluded that two picture game was not effective for students' anxiety in speaking at SMAN 1 Jerowaru.

Key Words: Two Picture Game, Speaking and Anxiety.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Two Picture Game terhadap Kecemasan Berbicara Siswa di SMAN 1 Jerowaru. Penelitian ini merupakan penelitian eksperimental dan desain penelitian yang menggunakan desain kuasi eksperimental, kontrol dan eksperimen. Populasi penelitian adalah siswa IPS 1 dan IPS 2 SMAN 1 Jerowaru yang terdiri dari dua kelas. Dua kelas dipilih sebagai sampel, yaitu kelas IPS 1 sebagai kelas eksperimen, dan IPS 2 sebagai kelas kontrol. Mereka dipilih dengan teknik pengambilan sampel. Kelas eksperimen diterapkan dengan menggunakan permainan dua gambar, dan kelas kontrol diterapkan dengan perlahan pengungkapan gambar. Data penelitian terutama dikumpulkan dari tes dan kuesioner, dimana hasil skor rata-rata kelas eksperimen, lebih tinggi dari pada hasil skor rata-rata kelompok kontrol. Kemudian, dalam menganalisis data penelitian peneliti menggunakan SPSS. Berdasarkan analisis data di atas, ditemukan bahwa t-test (t_o) score sebesar 8.271 dengan derajat kebebasan (df) = 20 dan t-table (t_t) adalah 0,00 pada tingkat signifikan = 0,05 ditunjukkan Uji t yang lebih rendah dari t tabel, dapat disimpulkan bahwa permainan dua gambar tidak efektif untuk kecemasan siswa dalam berbicara di SMAN 1 Jerowaru.

Kata Kunci: Two Picture Game, Berbicara dan Kecemasan.

INTRODUCTION

Speaking is a tool or media by means of communication, there are two kind of language use to communicate with others such as verbal and nonverbal. Verbal

language means conventional way used in speaking. By mastering speaking, we can convey ideas, arguments, and messages, which lie in the structure and meaning of all languages. However, both of written and

spoken differs from written language has fewer full of sentences and less formal in the used of vocabulary. Luoma S. (2004: 1). Based on the researcher's observation on Des-12-2016 at SMAN 1 Jerowaru, the researcher found that the students are was worry and got difficult how to pronounce what they want to deliver. Moreover, the method was used by the teacher in teaching speaking is Slowly Reveal kind of guessing pictures. It makes students get bored in the class.

Anxiety is feeling that appears when they worry, nervous, fearful in unsuitable situation. Because most of them when they try to speak English in front of the class, student got high anxiety automatically the students will be difficult to speak well, worry and nervous, and then they forgot about the appropriated words in making sentences they often used grammatical error and they could not to speak fluent in the class, but also when anxiety of student is low, automatically the student will be active and enjoy in speaking. Dixon (2015: 5) anxiety is negative way causes us to watch ourselves in everything we do and it is not difficult to appreciate how this self-absorption can lead us to believe that we are the only one with such a problems.

Review of Related Literature

According to Richard (2008: 20) the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Brown (2003: 151) speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the

reliability and validity of an oral production test. John C. Nemiah (2016: 9) An anxiety attack is consist of the feeling of anxiety, alone, without any associated idea, or accompanied by the interpretation that is nearest to hand, such as ideas of the extinction of life, or of a stroke, or of a threat of madness;. or, finally, the feeling of anxiety may have linked to it a disturbance of one or more of the bodily functions—such as respiration, heart action, vasomotor innervation or glandular activity. From this combination the patient picks out in particular now one, now another, factor. He complains of “spasms of the heart,” “difficulty in breathing,” “outbreaks of sweating,” “ravenous hunger,” and such like; and, in his description, the feeling of anxiety often recedes into the background or is referred to quite unrecognizably as “being unwell,” “feeling uncomfortable,” and so on.

Two Picture Game

Two picture games is a game which Imagining and explaining connections between pictures, According to Wright (2006: 32) to do this game, you will need a big picture size where researchers will use two seemingly images and asks the students to imagine and describe the relationship between two picture. Here are procedures of teaching by using two-picture game based on Wright (2006: 31). Take two seemingly unrelated pictures and ask the learners to suggest a connection between them. Some learners will suggest very reasonable connections. And some learners will suggest crazy connections. In one sense, the latter are more useful since more people will pay attention and think about them. Researchers will divide the class into two groups and each group filled by man and women. Imagining and explaining connections between pictures, objects or Words You will need two pictures big enough for all the learners to see.

RESEARCH METHOD

Research Design

The research is a quasi-experimental. Where in this research, the researcher was used non-equivalent in order to examine the effect of two pictures in speaking anxiety. According to Kothari (2004: 5) experimental research is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on the variables. The approach was used quantitative approach is the presentation of data in form of numeric and to analysis the data in using statistics. The design of this research is experimental group and control group. Based on two groups the researcher was used post-test only, where the researcher was gave post-test to both of group student, for to find out the respond or ability of the student, and then the researcher was gave the questionnaire to the student to find out anxiety of student.

Population and Sample

According to Miller (2005: 53) a population is defined as collection of all the possible object, people or scores of a particular type. Based on the statement above, the population in this research the population of this researcher is the entire second grade of SMAN 1 Jerowaru in academic year 2016/2017. It consists of two classes (XI IPS 1, XI IPS 2), where XI IPS 1 consists of 21 students, XI IPS 2 consists of 21, with total number 42 students.

According to Kothari (2004: 55) a complete enumeration of all items in the population is known as a census inquiry. In this research employed two classes XI IPS 1 = 21 and XI IPS 2 = 21 with total 42 students as a sample. Based on the total number of population, the researcher divided classes namely experiment class and control class. To determine the sample of this research, the researcher uses sampling technique because all of the population as sample. XI IPS 1

class will be experimental group and XI IPS 2 class will be control group.

Research Instrument

In this research, the researcher used two kinds of instruments to collect the data with speaking test and questionnaire. To find out the effect of teaching speaking by using two picture games, the researcher provides oral test and recording test as an instrument of this study. The scoring of the test and record are highly subjective and the researcher divides as five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. There is a questionnaire sheet for responding of students' speaking anxiety. The students was gave a paper sheet by the researcher. And the researcher will guide the students'. Here the researcher used scale likert, scale questionnaire where the scale likert scale is counted by 5 strongly agree, 4 agree, 3 rather agree, 2 disagree, 1 very disagree.

In this research, the technique of data analysis divided into two general type methodologies, namely; descriptive analysis included (mean, median, mode, and standard deviation) inferential analysis and correlation (the branch of statistics analyzed sample data to draw conclusions about a population

RESEARCH FINDINGS

This research is aimed to find out the effect of Two Picture Game Towards Students' speaking Anxiety at SMAN 1 Jerowaru. The research was experimental research and the research design that was used quasi experimental, control and experimental group design. The population of the study was the IPS 1 and IPS 2 students of SMAN 1 Jerowaru which consisted of two classes. Two classes were chosen as the samples, those were IPS 1 as experimental class, and IPS 2 as control class. They were chosen by using sampling technique. Experimental class was treated by using two picture game, and control class

was treated by slowly reveal. The data of the research were primarily gathered from post test and questionnaire, where the result of mean scores of an experimental class, was higher than the result of mean scores of control group. Then, in analyzing the data of the research the researcher used SPSS. Based on the analysis of the data above, it was found that t-test (t_o) score was 8.271 with the degree of freedom (df) = 20 and t-table (t_t) was 000 at the significant level =0.05 It was showed that t-test is lower than t-table, in can be concluded that two picture game was not effective for students' anxiety in speaking at SMAN 1 Jerowaru.

CONCLUSION AND SUGGESTION

In this chapter the researcher was explained by using Two Picture Game from experimental post test was lower than post test from control. The researcher concludes by using Two Picture Game the students' were still difficult to improve their speaking in teaching learning process. Beside that by using Slowly Reveal was still effective to teach student speaking in the class. Based on the statistical analysis, the value of t-table was 0,000 from (df) 20, it was clear that the t-test was lower than t-table. It means that the alternative hypothesis was rejected. meaning that, two picture game does not have any priorities effect towards students' Anxiety of English speaking at SMAN 1 Jerowaru in academic 2017/2018.

The teacher should be more creative to make students anxiety increased in using media or strategy that students do not feel bored in the class. The students were become more confident in their own abilities, and they can motivate themselves to resolve the difficult situation, because they have high anxiety. The researcher hoped that other researchers had to find a more effective strategy for making anxiety of students increased, because two pictures game that teachers was used not really able to control the students only in the class.

REFERENCES

- Brown, H. Douglas. 2001. *Teaching by Principle*. Second Edition. San Francisco: San Francisco University.
- Brown, H. Douglas. 2004. *Language Assessment Principle and Classroom Practices*. San Francisco state University.
- Cleese Jeff. 2015. *I feel good magazine – free self-improvement online magazine* <http://www.IFeelGoodMagazine.com>
- Caroline T. 2003. *Practical English Language Teaching Young Learners*. New York: Mc. Graw. Hill.
- Creswell. W. John. 2013. *Research Design_ Qualitative, Quantitative, and Mixed Methods Approaches-SAGE Publications*. Los Angeles | London | New Delhi | Singapore | Washington.
- Dixon Terry. 2015. *Anxiety Understanding Problems* Published by Help-For www.help-for.com.
- Kothari , C. R. 2004. *Research Methodology. Methods and Techniques 2nd Revised Edition*. new age International Publishers.
- Horwitz, M.B., Horwitz, E.K. and Cope, J.A. (1998). Foreign Language Classroom Anxiety. *The Modern language Journal*.
- Luoma sari. 2004. *Assessing Speaking* (Cambridge Language).
- Luoma sari. 2004. *Assessing Speaking* Cambridge University Press.
- Miller, Steve. 2005. *Experimental Design and Statistic*. Second Edition. London and New York: Routledge.
- Nemiah John C. 2016. *Anxiety: signal, symptom, and syndrome* e-Book International Psychotherapy Institute.
- Right Andrew. 2006. *Published in the United States of America* by Cambridge University Press, New York.
- Richards. 2008. *Teaching-Listening-Speaking* Cambridge university press.

Sudijono, Anas. 2008. *Pengantar Statistis Pendidikan*. Jakarta: P.T. Raja GrafindoPersada.

Sugiyono. 2016. *Statistical Untuk Penelitian*. Bandung: Alfa beta.