

## THE APPLICATION OF TREASURE HUNTS GAME IN IMPROVING THE STUDENTS' SPEAKING ABILITY OF SMPN 1 SAKTI

Jamaliah <sup>1</sup>, Fauziah <sup>2</sup>, Zaiturrahmi, Masyitah <sup>3</sup>

### ABSTRACT

The objective of this study was to find out is there any significant different on students' ability in speaking skill between students' who are taught by using Treasure Hunts Game and by using conventional method at second year students' of SMP Negeri 1 Sakti. The sample of this study where class II-3 consist of 22 students and class II-5 consist of 22 students. In this study, the researcher used Treasure Hunts Game as method to teach the students'. The instrument used to collect the data in this research was an oral test. This instrument used both pre-test and post-test, pre-test was given before the researcher treated the students' by using Treasure Hunts Game, post-test was given after the researcher did an experimental teaching by using Treasure Hunts Game to find out the students' ability in speaking skill. The data shows that there was a significant different between the students' who are taught by using the Treasure Hunts Game and the students' who are taught by using conventional method. The results of pre-test and post-test in experimental class was 76.77 and the result of pre-test and post-test in control class was 65.40. In conclusion there was a significant improve of the students' speaking ability in the application of Treasure Hunts Game method, Treasure Hunts Game method gives positive effect on students' speaking ability.

**Key words:** Improving, Speaking Ability, Treasure Hunts Game

### INTRODUCTION

In learning English, there are four basic skills that should be mastered by the students. They are listening, speaking, reading and writing. The students cannot master these skills easily and correctly without studying. According to Byrne (1998:8), oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

Speaking skill is very important to be mastered by the students, but the fact shows that the students are quite difficult to improve their speaking ability. Many students get problems in learning speaking language skill. The students are often inhibit about trying to say thing in foreign language in the classroom because they are worry about making mistakes". Therefore, the teachers should help their students overcome this problem by motivating them to speak in English. In teaching English, the teachers

needed a method to help their students to improve the ability of language skill.

One technique that was used by the teacher to increase the students' ability in English is games. Through games there are so many advantages for students and teachers in learning process. The students can be more motivated and challanged. Games provide language practice in various skills of speaking, listening, writing, and reading. Games also encourage students to interact and communicate each other in the classroom to follow the role of game.

Based on the observation in SMP Negeri 1 Sakti, students often find problems in learning the words. So it needs more attention to make the transfer of the vocabulary process is easier to grasp to improve the students' speaking skill. For them to do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of technique. One of the technique is using games in teaching. The researcher chooses games because games help and

encourage the learners to sustain their interest and work. With the games, student can have a lot of fun and get rid off their tiresome during the lesson, there are same games that could be applied in teaching English such as : puzzle game, guessing game, board game, Simon says, and Treasure Hunts Game. In this study the researcher choose the Treasure Hunts Game as method teaching students' speaking ability.

The Treasure Hunts Game is one of many different types of games with one or more players who try to find hidden objects or places by following a series of clues. Treasure Hunts Game may be an indoor or outdoor activity. In outdoors they can be played in a garden or anywhere else that the teacher thinks it is suitable to use.

Based on observations that had been done by the researcher during teacher training program, the problem of the students is they have some difficulties in speaking English. It can be caused by some factor; the first, lack of vocabulary, they don't understand the meaning of some word, and sometime they lack of motivation in learning English including in speaking English. The other factor is the teachers sometime apply the method or technique isn't suitable to the condition of the student. However a method or technique is good or bad depend on how the teacher apply it and base on the student condition in the classroom.

The focus of the research is that the Treasure Hunts Game technique could give the students new feeling in learning speaking. The students could feel interested and be more active when teachers teach speaking English. Thus, the media could motivate the students in learning speaking skills. Teachers could use the Treasure Hunts Game to motivate students when he or she teaches speaking.

Based on the background above the research entitled "The Application of Treasure Hunt Game in Improving the Students' Speaking Ability" will be

conducted to see if games can improve the students' speaking ability.

## METHODOLOGY

The subject of the study is second grade students of SMPN 1 Sakti in academic year 2017/2018. At II-5 1 class there were 22 students in classroom that consist of 10 males and 12 females. The students were chosen because they have problem in speaking comprehension.

This research is an experimental study of teaching speaking to the second year students through the Treasure Hunts Game, which is intended to obtain information in students' ability of speaking at SMPN 1 Sakti and it used experimental research design in order to answer the research problem.

In this research, the researcher would like to collect; process; analyzes the data to get conclusion of the research. This research is called quantitative research because it will use numbers or statistics. In this research experimental design with one group pre-test and post-test design will be used. Pre-test is the test which given to the students', before the treatment. The post-test is given to the student's after the treatment to find out the student's achievement.

The population of the study is all the second year students of SMP Negeri 1 Sakti in the academic year 2017/2018. There are five classes of the second year students at SMP Negeri 1 Sakti. The totals of the second year students are 136 students. They are consisted of 65 boys and 71 girls. The students of each class is about 20-22-23 students.

The sample of this research is the second grade students at SMP N 1 SAKTI. The researcher will take two classes, those classes are II-3 as Experimental class and II-5 as a Control Class. They are 22 students of experimental class which consists of 10 boys and 12 girls. The control class also have 22 students which consists of 12 boys and 10 girls.

The researcher used descriptive analysis and score analysis in analyze the research data. Data were tabulated into a frequency distribution list , then analyzed using t-test according Sudjana (2005 : 239 ) is by using the following formula :

$$\frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Information:

t = t calculated price

1 = average test scores of the experimental group

2 = average test scores than the control group

n1 = number of students experimental group

n2 = number of student control group

To test must meet the following criteria : Accepted hypothesis if tcount  $\geq$  with ttable at significance level of 5% and rejected if tcount < with ttable , and in this case the price ttable can be obtained from the distribution list -t with degrees of freedom : ( n1 + n2 ) - 2 .

From the design above, subjects of research are grouped into an experimental class (top line) and a control class (bottom line). The quality of subjects is first checked by pre-testing then, the experimental treatment (taught by using Treasure Hunts Game) is applied to the experimental class, while the control class is taught without Treasure Hunts Game. The test is held in the form of composition. The results of post-test are then computed statistically.

## FINDINGS

1. Calculation of average and variance experimental class (II-3).

Tabel 4.1 Experiments grade test scores ( II - 3 ) by applying Treasure Hunts Game in improving the students' speaking ability

NO	Eksperimen Class		
	Students' Number	Name	Value
1	2	3	4
1	3014	Amiruddin	77
2	3078	Anuja Rahmi	90
3	3046	Dinas Tahuddin	47
4	3120	Fadjri	77
5	3032	Havizah	83
6	3130	Kaila	67
7	3068	Linda Wati	67
8	3104	Lisa Rahmi	83
9	3056	Muammar	60
10	3084	M. Gazavi	77
11	3087	Muhammad Aksar	50
12	3122	Nabila	100
13	3039	Natasha	90
14	3107	Nefi Sahara Annisa	67
15	3089	Nurul Hidayati	87
16	3072	Rina Nazila	77
17	3111	Rizki Azmi Maulana	90
18	3043	Suci Wusky Khalisah	100
19	3096	Taskia Nufus	97
20	3025	Yusrijal	60
21	3113	Yusnita	63
22	3027	Zaitul	77

The Statistical data is compiled into the ranks of the class Experiment.

47	50	60	60	63	67
67	67	77	77	77	77
77	83	83	87	90	90
90	97	100	100		

Based on the data, the frequency distribution for the data value of the experimental class students obtained as follows:

The Largest Data (x1 maximum) = 100

The smalles data (x1 minimum) = 47

Spanning (R) = The Largest Data– The smalles data

$$= 100 - 47$$

$$= 53$$

The number of Classes (k)

$$= 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 22$$

$$= 1 + 3,3 (1,34)$$

$$= 1 + 4,42$$

$$= 5,42 \text{ (taken from } k=6 \text{)}$$

$$\text{The length of the class (P)} = \frac{\text{Spanning}}{\text{The number of Classes}}$$

$$= \frac{53}{6}$$

$$= 8,83 \text{ (taken from } P=9 \text{)}$$

Tabel 4.2 List of frequency distribution test scores experimental class ( II - 3 ) using Treasure Hunts game in improving the students' speaking ability

Scores of test	Frequency (f <sub>i</sub> )	Midpoint (x <sub>i</sub> )	x <sub>i</sub> <sup>2</sup>	f <sub>i</sub> x <sub>i</sub>	f <sub>i</sub> x <sub>i</sub> <sup>2</sup>
47 – 55	2	51	2601	102	5202
56 – 64	3	60	3600	180	10800
65 – 73	3	69	4761	207	14283
74 – 82	5	78	6084	390	30420
83 – 91	6	87	7569	522	45414
92 – 100	3	96	9216	288	27648
Jumlah	22			1689	133767

From tabel 4.2. The average is calculated by using the following formula:

$$\bar{X}_1 = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X}_1 = \frac{1689}{22}$$

$$\bar{X}_1 = 76,77$$

The standard deviation is calculated using the following formula:

$$s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$s_1^2 = \frac{22(133767) - (1689)^2}{22(22-1)}$$

$$s_1^2 = \frac{2942874 - 2852721}{22(21)}$$

$$s_1^2 = \frac{90153}{462}$$

$$s_1^2 = 195,13$$

$$s_1 = \sqrt{195,13}$$

$$s_1 = 13,96$$

2. Calculation of average and variance control class (II-5).

Tabel 4.3. Controls grade test scores ( II - 5 ) by applying conventional methods.

NO	Class Control		
	Students' Number	Name	value
1	2	3	4
1	3051	Alfurqan	93
2	3065	Fadillah	77
3	3050	Hablillah	77
4	3053	Ikram	60
5	3069	Irhamna	53
6	3018	M. Abdul Aziz	60
7	3036	M. Yasir	47
8	3021	Muhammad Safrizal	60
9	3085	Mahfud	63
10	3070	Mirna Wati	80
11	3038	Muliazahara	73
12	3132	Mutia	60
13	3088	Nadia Zahara	83
14	3106	Nazira	70
15	3059	Nur Akmalia	50
16	3108	Radja	57
17	3131	Rahmatillah	53
18	3040	Riski Maulana	57
19	3023	Said Nazarullah	57
20	3093	Saifanur	83
21	3094	Suryadi	73
22	3044	yusrizal	60

Statistical data is compiled into the ranks of the control class.

47	50	53	53	57	57
57	60	60	60	60	60
63	70	73	73	77	77
80	83	83	93		

Based on the dat, the frequency distribution for the data of control class' value obtained as follows:

The largest data (x2 maximum) = 93

The smalles data (x2 minimum) = 47

Spanning (R) = The Largest data – The smallest data

$$= 93 - 47$$

$$= 46$$

The number of classes (k) = 1 + 3,3 log n

$$\begin{aligned}
 &= 1 + 3,3 \log 22 \\
 &= 1 + 3,3 (1,34) \\
 &= 1 + 4,42 \\
 &= 5,42 \text{ (taken from } k = 6) \\
 \text{Length of the class (P)} &= \frac{\text{Spanning}}{\text{The number of classes}} \\
 &= \frac{46}{6} \\
 &= 7,66 \text{ (taken from } P = 8)
 \end{aligned}$$

Tabel 4.4 List of frequency distributions grade test scores Controls (II- 5)

Score of test	Frequency (f <sub>i</sub> )	Midpoint (x <sub>i</sub> )	x <sub>i</sub> <sup>2</sup>	f <sub>i</sub> x <sub>i</sub>	f <sub>i</sub> x <sub>i</sub> <sup>2</sup>
47 – 54	4	50,5	2550,25	202	10201
55 – 62	8	58,5	3422,25	468	27378
63 – 70	2	66,5	4422,25	133	8844,5
71 – 78	4	74,5	5550,25	298	22201
79 – 86	3	82,5	6806,25	247,5	20418,75
87 – 94	1	90,5	8190,25	90,5	8190,25
Amount	22			1439	97233,5

Dari tabel 4.3 rata-rata dihitung dengan menggunakan rumus sebagai berikut:

$$\bar{X}_2 = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X}_2 = \frac{1439}{22}$$

$$\bar{X}_2 = 65,40$$

The standard deviation is calculated by using the following formula:

$$s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$s^2 = \frac{22(97233,5) - (1439)^2}{22(22-1)}$$

$$s^2 = \frac{2139137 - 2070721}{22(21)}$$

$$s^2 = \frac{68416}{462}$$

$$s^2 = 148,08$$

$$s = \sqrt{148,08}$$

$$s = 12,16$$

Steps will be counted by calculating or comparing both the calculation results of the previous calculation result. It is obtained by the mean and standard deviation for each others as follows:

$$x_1 = [s_1]^2 = 195,13$$

$$x_2 = [s_2]^2 = 148,08$$

So, the value of s<sub>2</sub> is obtained:

$$s^2 = \frac{(n_1 - 1)[s_1]^2 + (n_2 - 1)[s_2]^2}{n_1 + n_2 - 2}$$

$$s^2 = \frac{(22 - 1)195,13 + (22 - 1)148,08}{22 + 22 - 2}$$

$$s^2 = \frac{(21)195,13 + (21)148,08}{42}$$

$$s^2 = \frac{4097,73 + 3109,68}{42}$$

$$s^2 = 7207,41/42$$

$$s^2 = 171,60$$

$$s_2 = \sqrt{171,60}$$

$$s = 13,09$$

For s = 13.09, then the value of T obtained:

$$t = \frac{(x_1 - x_2)}{(s \sqrt{1/n_1 + 1/n_2})}$$

$$t = \frac{(-65,40)}{(13,09 \sqrt{1/22 + 1/22})}$$

$$t = 11,37 / (13,09 \sqrt{0,04 + 0,04})$$

$$t = 11,37 / (13,09 \sqrt{0,08})$$

$$t = 11,37 / 13,09 \cdot 0,28$$

$$t = 11,37 / (3,66)$$

$$t = 3,10$$

Based on significance level  $\alpha = 0.05$  degrees of freedom  $df = (n_1 + n_2 - 2) = (22 + 22 - 2) = 42$ , then from the distribution list t with probability 0.95 and  $df = 42$   $t_{0.95}(42) = 1.68$ . Hypothesis testing is done on a significant level  $\alpha = 0.05$  and degree of the freedom of the  $dk = (n_1 + n_2 - 2) = 42$ , with the odds  $(1 - \alpha)$ .

To test the hypothesis that the statistics used are the t-test, as for a formula that will be tested are as follows:

$$H_0 : \mu_1 = \mu_2$$



$H_a : \mu_1 > \mu_2$

Information:

$H_o$ : there is no any significant different on students' ability in speaking skill between students' who are taught by using Treasure Hunts Game and by using conventional technique at second years students of SMP Negeri 1 Sakti

$H_a$ : there is any significant different on students' ability in speaking skill between students' who are taught by using Treasure Hunts Game and by using conventional technique at second years students of SMP Negeri 1 Sakti

Based on the results above, it is obtained  $t = 3.10$ , so  $t_{count} > t_{table}$   $3.10 > 1.68$ .  $H_a$  is received with significant level  $\alpha = 0.05$ . It can be concluded that the "The implementation of a movie through descriptive style in learning speaking ability in SMP Negeri 1 Sakti" is an acceptable truth.

After the researcher did an experiment at SMP Negeri 1 Sakti, it could be seen clearly there was the improvement of the students' ability in mastering speaking skill. Based on the results of testing, the hypothesis by using t-test at significance level  $\alpha = 0.05$  and degrees of freedom  $df = 42$  turns  $t_{count} > t_{table}$   $3.10 > 1.68$ , due to the significance level of 5 % shows that the mastery speaking of students in English is taught by Treasure Hunts game in improving the students' speaking ability is better than the students taught by applying conventional methods, such differences can be evidenced from the average value is greater. Experimental class is 76.77 compared with the control class that is the average value of 65.40.

## CONCLUSION

Based on the result of the data analysis of the research that has been done at SMP Negeri 1 Sakti, the data show that there was a significant different on student's ability in speaking skill between student who are taught by using Treasure Hunts Games and

by using conventional technique at the second year students, of SMP Negeri 1 Sakti.

The students' average scores of pretest and post-test, there was the difference. The students' average score in post-test was highest than in pre-test. It meant that the students' ability in speaking skill was improved after the researcher used Treasure Hunts Game technique to teach them for three times

The results of pre-test and post-test in experimental class was 76.77 and the result of pre-test and post-test in control class was 65.40. In conclusion there was a significant improve of the students' speaking ability in the application of Treasure Hunts Game technique. It was clearly proved that Treasure Hunts Game technique could increase the students' ability in speaking skill.

Based on previous discussion above, the researcher presented some suggestions for the improvement of the students' ability in mastering writing skill. First, the teachers should use effective method or technique in teaching learning process to take the students' interest in learning English, especially speaking skill. In this case, the researcher used treasure hunts game technique. Besides teaching the material about speaking, they also should be aware to the psychological factors, like self-concept to have to proficiency in speaking English or they can give different treatment for teaching low self-concept students or even create interesting atmosphere in teaching and learning process. So, the learner doesn't feel afraid to practice speaking English.

Second, the English teacher is expected to speak English in the classroom, in order to make the students familiar with English vocabularies and sentences. Next, the teacher should prepare an accurate material or create a fun and an interesting material in order to avoid the difficulties in teaching learning process and to take the students' interest, so that they will take part actively in learning English. The teachers act as the organizer in the classroom; the teacher should tell the

student what they are going to in the classroom activity.

Then, the teacher should try to apply various methods or technique, which is suitable to the students' conditions or certain language skills. To improve the students' ability, the researcher suggests the teachers to use treasure hunts game technique in the teaching learning process because it gives the students more opportunities to speak in English

Finally, for the future researchers, they can use this thesis as a literature to guide them when they want to do the similar research. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any researchers interested in the same field are suggested to do deep analysis and focus on academic self-concept in order to give a big contribution in academic life.

## REFERENCE

- Andrew Wright, David Betteridge and Michael Buckby.(1984). Games for Language Learning. Cambridge University Press.
- Bransford, et al. (1999). How people learn. Washington D,C. National academy press
- Brown, H.D. 2001. Teaching by Principle: An Interactive Approach to Language Pedagogy. New York: Longman.
- Burnett, P. C. (2001). Elementary students' preferences for teacher praise. *Journal of Classroom Interaction*, 36(1), 16-23
- Burns, A. and Joyce, H. 1997. Fokus on Speaking, Sydney : National Center for English Language Teaching and Research
- Butler, C. 1985. Statistics in linguistics. New York: Basil Blackwell.
- Byrne, Donn. 1998. Teaching Oral English. New York: Longman.
- Chaney, A.L. 1998. Teaching Oral Communication in Grades K-8. Boston: Allyn and Bacon.
- Chenfeld, M. 1978. Teaching Language Arts Creatively. New York: Harcourt Brace Jovanovich.
- Djiwandono. (1996: 68). Tes Bahasa Dalam Pengajaran. Bandung. ITB Bandung
- Ersoz, A. 2000. Six Games for the EFL/ESL Classroom.The Internet TESL Journal, Vol. VI, No. 6.Juny.
- Fromkin, V. 1990. An Introduction to Language (2nd edition). Sydney: Rinehart and Winston.
- Gottfried, A. E. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology*, 82(3), 525–538.
- Harmer, J. 1991. The Practice of English Language Teaching (2nd edition). Cambridge University: Longman.
- Harmer, Jeremy. 1998. How to Teach Language: An Introduction to the Practice of English Language Teaching. Addison Wesley Longman Limited
- Harmer, J. 2007. The Practice of English Language Teaching (4th edition). Cambridge University: Longman.

- Hatch, E., and Brown, C. 1995. *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press.
- Kamaruddin. 2007. "Teaching Speaking by Using Pair Work". Unpublished S-1 Thesis. Bireuen: Almuslim University.
- Krashen, Stephen. 1987. *Second Language Acquisition*. New York. Oxford
- Larsen-Freeman, Diane. 1986. *Technique and Principles in Language Teaching*. New York: Oxford University Press.
- Lee Su Kim. 1995. *Creative Games for the Language Class*. 'Forum' vol. 33 No. 1. January-March.
- Littlewood, William. 1981. *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press
- McDonough, J. and C. Shaw. 1993. *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Blackwell Publishers.
- McMillan and Schumaker. 1984. *Research in Education*. Boston: Little Brown and Company
- Montalvo, G. P. (1998). *Pleasing the Teacher*. Dissertation Abstracts International journal Section A: Humanities & Social Sciences, 58(8-A).
- Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- Nurgiantoro.(1995: 168). *Pengkajian Fiksi*. Yokyakarta. GadjahMada University Press.
- Peorwadarmenta, W. J. S. 2005. *Kamus Umum Bahasa Indonesia*. Edisi ke 3. Jakarta. Balai Pustaka.
- Richards, J.C., Platt, J., and Weber, H. 1985. *Longman Dictionary of Applied Linguistics*. London: Longman.
- Rivers, W.(1968). "Teaching Foreign Language Skills". Chicago: University of Chicago Press.
- S.M. Silvers, *Games for the classroom and the English-speaking club*, *English Teaching Forum*, 20(2) (1982), 29-33.
- Sudjana.2005: 239. *Metode Statistika Edisi ke-6*. Bandung: Tarsito
- Tarigan, H.G. 1985. *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Thornbury, S. (2005). "How to Teach Speaking". New York: Longman
- UR, P. (2000). "A course in Language Teaching: Practice and Theory". Cambridge: Cambridge University Press.
- Welty, D. A. 1976. *The Teacher Aids in the Instruction Team*. New York. Mc. Grew Hill.
- W. R. Lee. (1979: 2). *Language Teaching Games and Contets*. New York . Oxford University Press.
- Zdybiewska, M.. (1994). *One-hundred language games*. Warsawa: WSiP.