The Effect of Language Games with Audio Visual Aids on Students' Speaking Competence at Fourth Graders of Tunas Daud Elementary School

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A R T I C L E I N F O

A B S T R A C T

This study aimed to determine the effect of language games with audio visual aids on students' speaking competence at fourth grade students of Tunas Daud elementary school and to describe the implementation of language games with audio visual aids on students' speaking competence. The design used in this research was a mixed method design. It was explanatory design since this research was started with quantitative design (experimental design with post test only control design) followed by qualitative design. The samples were 62 students; 31 students of the experimental group and 31 students of the control group of fourth grade Tunas Daud elementary students. The data were collected by using speaking competence test and analyzed by IBM SPSS 22 with independent t-test. The data were also collected through an observation sheet for observing the implementation of the language games with audio visual aids. The results showed there was a significant effect of the language games with audio visual aids on students' speaking competence in which the mean score of the students who were taught by using language games with audio visual aids is better than the students who were taught without language games with audio visual aids. For the implementation of the language games with audio visual aids, it can be seen that the implementation of the language games with audio visual aids were done in a very good way. The games was suitable for the students since it could give good impacts for the students. The students are active and confident to speak.

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1. Introduction

In learning a language there are two language processes that will be learned by the students, those are language comprehension and language production (Nunan, 1999). The skills that can be mentioned as language comprehension are listening and reading. On the other hands, the skills that can be known as language production are writing and speaking.

Speaking is one of the important skills that have to be mastered by the students. It is important because through speaking the students can communicate and express their idea with others. It means that speaking in a foreign language especially English is needed to be learned. It is very important for someone to have an ability to speak English because it considered a universal language nowadays. Based on Willis (1996); Coury & Carlos (2001) in Torky (2006) English is the language for international communication; science; commerce; advertising; diplomacy and transmitting advanced technology. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible. It also becomes an important asset for anyone seeking employment. It means that English is very important to be taught at school because it will help the students to have good competence in speaking English. More than that, the people will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam in Dewi, et al, (2016).

Because the ability to speak in English is very important for the people, the government in Indonesia put English in the curriculum. It is thought in the university, senior high school, junior high school and also elementary school. For the elementary school students, English is known as local content in the curriculum. It is thought in public school, national plus an international school. In this case, English is thought as a foreign language (EFL).

Although speaking is considered as one of the skill that should be improved by the students, it has been widely notice that there were some difficulties in learning speaking. Zhang (2009) in Hosni (2014) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (2009) there are many factors of difficulties found by EFL students in speaking; those are inhibition, nothing to say, low or uneven participation, and mother tongue use. Rababa'h (2005) in Hosni (2014) also stated that that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

The difficulty of learning English also happened in Indonesia because of English in Indonesia is categorized as EFL (English Foreign Language). That is why English is become difficult for Indonesian students. Moreover, it becomes difficult for elementary school students. The difficulty in learning English can also be found in Tunas Daud Elementary school students especially for speaking. The students do not feel confident to speak in English because they feel afraid to make mistakes. Some of them do not know how to express their idea through speaking because of the lack of vocabularies.

It is not easy to teach young learners to have good speaking competence. Young learners have short attention span so they are easier to get bored rather than adult learners (Cameron, 2001). Slattery and Willis (2001) stated that young learners are curious, imaginative, and playful. They develop as individuals very quickly and enjoy routines and repetitions. They learn by listening, imitating, watching, and doing things. Due to their short attention span, they need variety of activities done in the classroom.

According to Brown, (2004), speaking is an interactive process of building up meaning that implicates producing and receiving and processing information. When the teacher teaches the students to speak by using monotonous method such as give the students the text of a conversation, ask them to memorize the conversation and practice it, it would make the students feel bored and are not interested in studying. The students also feel uncomfortable and stressful in learning to speak because they feel that they have to master the target language that is unknown to them. The judgment and criticism from the teacher when they make mistakes also makes the students feel anxious and afraid to speak. Therefore, it is very important for teachers to be creative to teach the students in the classroom in order to create a fun learning atmosphere. One of the alternatives that can be used by the teacher to help the students having a good speaking skill is using language games. According Slattery and Willis (2001) young learners love to have fun and play. In other words, language games are suitable with the children characteristics who like playing and having fun.

According to Langran and Purcell (1994), a language game is a device to create a situation in the classroom which gives learners the opportunity to use language they have already learned in a relaxed way, with maximum possible free expression in order to fulfill a simple task, solve a problem or communicate a piece of information. Wright, et.al (2005) stated that games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication. Zhu, D (2012) found that Games considered effective in developing students' communicative ability. Games help

the students to feel comfortable and more confident in learning a new language. Besides that, games can also help the students to maintain their attention for a long time because they cannot remember new words and expressions of a language they deal with for the first time and which is not their mother tongue. The games that are used in the classroom will be more interesting when it is combined with an interesting media for teaching. The media that can be used for teaching speaking through games is audio visual media. Using games and audio visual media in fact are able to create fun and relax situation of the students in learning process (Kurniati, 2016).

According to Çakir (2006) in Al Mamun (2014), it is generally said that students like the language class when teachers use audio visual materials because it motivates them to pay more attention in the class and they can relate their learning with their real life. Moreover, Hariyanto (1995) in Ramendra and Ratminingsih (2007) stated audio visual aids are devices that appeal the eyes and ears of the learners which can be used to help the teachers in teaching the students. Kausar (2013) in Taseem (2017) presented that it is very important to use audio visual aids for learning English because the students are facing many problems in learning English language and feel it is difficult to learn the English language without the use of any audio or visual aids.

Related to the use of language games with audio visual aids in language teaching in speaking, this study was be carried out to know the effect of language games with audio visual aids on students speaking competence at fourth-grade Tunas Daud elementary school as well as how the teacher at Tunas Daud Elementary School implements language games with audio visual aids

2. Methods

This study was designed as a mixed method design which is called as explanatory sequential research since it was started with quantitative research (experimental design with post test only control) and followed by qualitative research.

The population of this research was the fourth grade students of Tunas Daud Elementary school. The samples are 62 students; 31 students of the experimental group and 31 students of control group. The sample was defined by using simple random sampling.

The quantitative data were collected through test of speaking competence which was assessed with speaking rubric and analyzed by independent t test. Meanwhile, the qualitative data about the implementation of the language games with audio visual aids were collected by using observation sheet and analyzed descriptively..

3. Result And Discussion

The data of the speaking competence of the students who were taught by using language games with audio visual aids had the range score of 72-92 and the mean score was 85,42. Meanwhile, the data of the students' speaking competence who were taught by conventional method had the range score of 72-76 and the mean score was 79,48.

Based on the result of the data analysis, the p-value (sig. 2-tailed) of posttest score from both the experimental and control group was 0,002. The p-value was less than 5%. In other words, the p-value 0,002 was less than 0,05 (0,002 < 0,05). It means that the null hypothesis (Ho) which stated that there was no significant effect of language games with audio visual aids on students' speaking competence at fourth grade Tunas Daud Elementary was rejected. Thus, the alternative hypothesis (Ha) was accepted that there was a significant effect of language games with audio visual aids on students' speaking competence at fourth grade of Tunas Daud Elementary school.

For the implementation of the language games with audio visual aids, it can be explained that the games used in this research were guessing game, matching game, information gap game for two meetings, whispering game and chain story game.

Both the students and the teacher did the activities when the games were played. The games were implemented through some steps. First, the teacher explained the rules of the game to the students. It was done before starting the games. Second, the teacher demonstrated parts of the game with the help of one or two learners. The demonstration was done after the teacher explained the rules of the games. It was done to help the students understood the games. Third, the teacher tried the games by group/pairs in front of the class. It was done after the demonstration. The teacher asked a group/a pair to try the games in front of the class. Fourth, the teacher wrote any key language and/or instruction on the board. Fifth, the students tried out the game. The last, the students played the game with AVA. All of those steps were done well by the students and the teacher.

The teacher activities in the implementation of language games with audio visual aids were started from the preparation of the activities. The teacher prepared the aids used in the activities. After that, the teacher checked for the keywords by writing down it on the whiteboard. In terms of giving instruction, the teacher gave the instructions before starting the games. During the games, the teacher monitors the students by walking around the class. Besides that, the teacher also tried to motivate the students when they feel afraid to speak and also observed the students' behavior. The teacher could make interaction with the students and could use the aids properly. At the end of the activities, the teacher gave feedback to the students. The feedback was about the implementation of the games and also the students' speaking ability. All of those activities were well implemented by the teacher.

For the students' activities, it was found that before the games started, the students were paid attention when the teacher explaining the game. The students asked about the games when they did not understand about the games. In playing the games, the students sometimes worked in a group or with a partner. The students worked with a partner when they played information gap games, matching game. The students worked in groups when they played guessing game, chain story game, and whispering game. All of the students followed the rules of the games from the beginning to the end of the games. The students also tried to speak based on the materials and interacted with their friends. They asked the teacher if they did not understand something. All of them focused on the material given by the teacher and tried to practice their speaking through the games. In conclusion, all of the students' activities were practiced well.

While the observation was done, it was found that all the games were done in the whilst activities and the observation was done in 6 meetings.

From the explanation above it can be concluded that all the activities in the implementation of language games were practiced well. This well implementation of language games with audio visual aids gave good impacts for the students. The students were active to learn. All of them involved in the activities started from the beginning to the end of the meeting. They were very happy and enthusiastic to play games. It can be seen that when they could do the games they shouted. Besides that, the students were also confident to speak. They tried to speak without being afraid. It was supported by a fun and relaxed atmosphere in the classroom.

The result showed there was a significant effect of languages games with audio visual aids on students' speaking competence. It can be explained that teaching by using language games with audio visual aids were more effective to students' speaking competence rather than the without language games with audivisual aids.

Based on the findings, the group taught by language games with audio visual aids obtained a higher achievement than the group taught without using language games with audio visual aids on their speaking competence. This was because the treatment concerned on the use of language games with audio visual aids. The language games could entertain and engaged, challenged the learner to be more active and focus to study. It was suitable with Wright, et.al (2005) opinion which stated that the language game can be the activity for the learners which is entertaining, engaging, and challenging in which in this activity the learners can play and usually interact with the others.

This research is supported by other research done by Jena (2013). Jena investigated about the effectiveness of teaching English through language games on students' achievement. The results showed that there was a significant difference between the mean scores of the group taught by language games and the group taught by a conventional method. In other words, the students performed better when taught through language games and it helped students developed the abilities to speak.

It can be said that Jena's research supported this research since both of these researches found that language games were effective for the students' English competence. However, Jena's research did not use audio visual aids in implementing language games and did not observe specific skill like speaking.

A research conducted by Owen (2018) also supported this research. It aimed to investigate whether the communicative activities, in particular information gap and language games affected students of Libyan School speaking performance. The result there was significant different between the pre test and the post test. The students' speaking performance improved after implementing communicative activities (information gap and language games) in the classroom. However, Owen did not discuss the use of audio visual aids in implementing the communicative activities.

The research done by Ibrahim (2017) also supported this research. Ibrahim conducted research which aimed to investigate the advantages of using language games in teaching English as a foreign language in Sudan basic schools. He stated that teaching language games are useful to EFL learners since the language games gave a positive impact on students' output in English language and they can also help in building a good relationship with the new language. Ibrahim's research supported this research since from the result of Ibrahim's research it can be known that games could give a positive impact for the

students. Therefore, it was sure that when the games could give a good impact on the students, the achievement of the students could be improved.

The research about the use of audio visual aids was done by Guterres (2017). Gutteres' research aimed to know students' ability in using audio visual aids to develop their speaking skill. From this research, it could be concluded that the use of audio visual aids is an effective way to develop students' speaking skill. Gutteres' research supported this research and proved it was true that audio visual aids could affect the students' speaking competence.

From the findings about the implementation the language games, it can be seen that the language games with audio visual aids used from the first meeting until the last meeting were the communicative games with visual aids (V), audio aids (A), and audio visual aids (AV). It was chosen to help the students to communicate with others. According to Hadfield (1999), the emphasis of the communicative game was on successful communication rather than the correctness of the language. The communicative games that were used in this research were guessing games, matching games, information gap games, chain story games, and whispering games. These games were chosen because these games were suitable for the young learners' characteristics. According to Slattery and Willis (2001), young learners have a quite short attention span and are easy to get bored. That was why the games were chosen since the games could help the students to enjoy the teaching and learning process. Through the language games with audio visual aids the teacher could create something fun so that the students could learn and experience new things, and understand a new lesson in a fun way, in a way that made them more interested in learning. They could enjoy the lesson and learned to speak without feeling afraid. Therefore, the language games with audio visual aids help the teacher to keep the students' attention for a long way since the students really like to play (Slatery and Willis 2001).

The implementation of language game (guessing game) with audio visual aids in the first meeting was well done. In this game, the students used the picture (V) to play the game. They followed the game from it was started to the end of the game without feeling bored. While the game was running, the students were very enthusiastic since they enjoyed and happy to learn to speak through the games. It made the students active to speak without being afraid and shy. The students asked many questions to other students in order to guess the information which was hidden in this guessing game. The player with the information deliberately hides it, while the other player guesses what it might be (Hadfield,1999). There was communication between the students. All of the students tried to participate in this game including slow and fast learners.

In the implementation of guessing games, the visual aid used in this game was in the form of the picture. It could help the students to express their ideas since they could see the picture and guess something based on the picture. Moreover, It attracted the students' attention and they become interested to study. The use of a picture (V) in this game boosted the idea, thinking process and reasoning power of the students to learn. It was supported by Thaseem and Kareema (2017) who stated that using audio visual aids can increase the students' motivations. The students also become very much responsive.

The well-implemented of language game with audio visual aids supported the teaching learning process in the classroom. Mathew & Alidmat (2013) conducted a study on the use of audio-visual aids in ELT in Saudi Arabia context. The result of their study explained that using audio-visuals as a teaching method stimulates thinking and improved the learning environment in a classroom. Effective use of audio-visual aids changed monotonous learning environments. Students developed and increased personal understanding of the materials when they experienced successful and pleasant learning in the classroom. In this research, the games were implemented based on some steps proposed by Wright, et.al (2005) by explaining the rules of the game to students; demonstrating parts of the game with the help of one or two learners; trying by a group in front of the class, writing on the board any key language and/or instruction, trying the game and playing the game with audio visual aids. The implementation of language games with audio visual aids really helped the students enjoy the teaching and learning process starts from the beginning to the end of the activities and could change the monotonous learning in the classroom.

The implementation of language games with audio visual aids also used in matching games. The matching games were played by using slide (V), music/speaker (A), and cards (V). These audio visual aids involved both hearing and sight of the students. It helped the students to practice their speaking directly. The implementation of this language game with audio visual aids helped the students to feel confident and did not feel afraid when they were learning to speak. It was because the classroom atmosphere was very fun, relaxed and friendly. The games with audio visual aids released their stress. They were eager and active to learn from the beginning until the end of the games. In this case, the audio and the visual aids enabled to secure and retain the students' attention, as well as to develop students' communication skill. It also increased their motivation to speak. This could be seen that the students both slow and fast learner could express their self to speak. They were also enthusiastic since they tried to keep interacting with

their friend when playing the game. The different aids and the well-implemented of language games with audio visual aids helped the students to understand the materials faster.

The implementation of communicative games (information gap game) used cards (V) aids. This implementation of the game with cards helped the students to speak. The students try to get the information the others to complete the task in information game (Hadfield,1999). They spoke to get the information from their friend in order to complete the picture. They spoke without being afraid and they were very happy to speak. In other words, this game could help the students able to speak. By seeing the card, their ideas could appear. They were more confident to speak. Moreover, the card also helped the students to arise their interest and attention of the subject topic. The students were very happy and eager to play this language game with audio visual aids. It can be seen from the engagement of the students and their interaction with their partners in playing the game. The teacher could implement the games with audio visual aids in a good way. Therefore, it helped the students to feel fun and relaxed. In short, the use of visual aids in this information gap game could help the students increasing their ability to speak.

It was supported by the research done by Rustan and Asik (2016). Their research was aimed to determine the effectiveness of using visual aids integrated communicative language teaching method in improving the students' speaking ability at the second grade of senior high school. The result of this research found that the use of visual aids integrated communicative language teaching method effective in improving their achievement in speaking ability, especially for fluency and accuracy. Moreover, the students use pictures and videos could help the students with new ideas, vocabularies, and pronunciations. Rustan and Asik's research supported this research because in this research the students also used visual aids to play the game to help them expressing their idea.

The other language games implemented was chain story games with video (A). The game was implemented after the video was played and then the students played the games based on the video that they have watched. This game which was played with audio visual aids helped to motivate and attract their attention in teaching and learning process. Cakir (2006) in Al Mamun (2014) explained the idea of using videos in a language class to facilitate speaking and presentation skills. He stated that the idea to use the video in language teaching ensures authentic language input to the learners. Moreover, using videos helped the learners to conceptualize the ideas and understand the topic. The findings in this research also found that by using the video the students were motivated to speak. Their attention helped them to speak and understand the materials given to them. Moreover, the students were very happy and enjoy the learning process because it was fun and enjoyable. Therefore, they did not feel afraid and doubt to speak. Both slow and fast learners participated in this activity. In this the students told the story in a chain. Therefore, all of the students in a group got the turn to speak.

The whispering game was also implemented. In this game, the students spoke by transferring the message to other students. The students used cards to help them in playing this game. It helped the students to be more confident to speak and transfer the message to their friends. They were very enthusiastic to play the game. All of the students are excited to follow the game start from the beginning to the end of the game. Sometimes, they yelled when they finished transferring all of the messages to the last students. The card used by the teacher in this game helped the students to transfer their idea after seeing the card as visualization aids.

From that explanation, it can be concluded that language games with audio visual aids helped the students enjoy and fun to speak in the classroom. When the students enjoyed the learning process, the materials of the lesson would be understood easily by the students. The implementation of the language games gave a good impact for the students when the language games were played with audio visual aids in the teaching and learning process.

This research was supported by the research which was conducted by Dewi, et al (2016). The research found that the communicative games expected to enhance students' enthusiasm and motivation. It gives an improvement in students' active participation, confident and their fluency in speaking skill. In short, it can be described that the strategy of teaching and learning creates good, enjoyable circumstances and reduces the boredom and stress of learning. Moreover, this research found that this technique needs good preparation. The teachers' good preparations lead to success. It also depended on the creativity of the teachers in conducting the games; the way they delivered the instruction, the way they controlled the class and the way they managed the time.

The research conducted by Al Mamun (2014) also supported this research. Al Mamun conducted research about the effectiveness of using audio visual aids in language teaching at tertiary level. This study found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. This research provides guidelines for the teachers on the effective use of audio-visuals aids in language teaching.

All the games implemented in this research were suitable with the characteristics of young learners. According to Slattery and Willis (2001), young learners like to play and fun. They are also easily to get bored. The guessing game, matching game, information gap game, chain story game, and whispering game with audio visual aids could help the students to speak. They were actively involved in those games which could stir their motivation to speak. They were fun and very active to speak. It was fun because there were competitions or teamwork in playing the games. Moreover, the games used audio visual aids which could make the students more active to speak

4. Conclussion

Based on the research findings, can be drawn several conclusions, those were:

First, it can be seen that there was a significant effect of language games with audio visual aids on students' speaking competence at fourth grade students of Tunas Daud elementary school. Since the mean score of experimental group was higher than control group, it can be concluded that the students' speaking competence is affected by the use of language games with audio visual aids. They performed better than those who did not use language games with audio visual aids.

Second, the teacher could implement the language games with audio visual aids well. The teacher could create fun learning atmosphere. The games were interesting for the students since it was implemented with the aids such as audio visual aids in the form of a picture (V), slide (V), video (AV), and speaker/tape (V). The games with the audio visual aids help the students to add their interest and involvement to speak. The students were also more active and confident to speak and they were also very happy to study because the atmosphere of the teaching learning process was fun, relaxed, and friendly. Moreover, the language games with audio visual aids created the learning process become more effective.

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