

EXPLORING THE USE OF “THIS WAR MINE STORIES” FOR STUDENT’S STORY TELLING

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Abstract: This research presents the impact of English games on speaking learners at Dadali Dinillah Junior High School. Two years have passed since the Covid 19 pandemic case. Learners at Dadali Dinillah Junior High School, especially learners of the speaking learners program, have implemented an English speaking system. The application of this speaking learners system has an impact on students. Therefore, the researcher conducts a research with the aim to give a detail description of the impact of English games on speaking learners at Dadali Dinillah Junior High School and which impact dominates the positive. In this study, the researcher used qualitative approach with descriptive qualitative design. The participants of this research were 52 students of 9A and 9B classes at Dadali Dinillah Junior High School. The participants were chosen randomly. To explore the impact of English games on speaking learners, an games-based questionnaire and an games-based interview were used as the methods of collecting the data. The instruments used in this research were questionnaire and semi-structured interview which was adapted from (Kurniawan, 2019). The questionnaire used in this research was using Likert Scale, hence the data was analysed by using theory derived from Sugiono (2015). The findings showed that English games had an impact on participants that was positive. The most impact that participants felt was the positive impact because most of the participants noticed a benefit from English games. Positive impact included the participants feeling more knowledgeable about platforms that support them, had no extra expenses, and saving time when participating in speaking learning.

Keywords: Impact, Speaking Learners, English Games.

INTRODUCTION

As a developing country, Indonesia really needs English because the Indonesian government is trying to improve every aspect. One of these aspects is education, which is essential. As an English teacher, researchers focus on teaching English as a world language (Purandina, 2021). Learn and teach English from elementary school to university. There are some problems faced by the students, feel ashamed, afraid and lack of vocabulary (Holidazia & Rodliyah, 2020).

Speaking is very important because speaking and being human are inseparable (Badung, 2019). Speaking is used to express one's thoughts and communicate with people around the world. That is why speaking is so important. Students in or out of high school still struggle to become good public speakers.

Speaking is taught through conversations, pictures and games. Teachers should choose appropriate methods such as Game Use. When teachers use games, students have many opportunities to practice their pronunciation and communication. This means that students gain knowledge and input through games (Lestari, 2020).

Leong, Lai-Mei & Seyedeh Masoumeh Ahmadi, 2017, p.35) also explained that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of 4 productive skills that must be mastered in learning foreign language (Bahadorfar, Maryam & Reza Omidvar, 2014: 9).

The development of Information and Communication Technology (ICT) has a big impact on education in Indonesia, especially in the learning process. Shenoy Veena, Sheetal Mahendra & Vijay (2020) explained that technology has a key role in educating the future generations. Dewi (2019) also stated in her journal that Information and Communication Technology (ICT) can be applied in teaching and learning languages.

METHOD

In this study the researcher used qualitative approach as the research design. The data from this research were collected using two instruments thus were questionnaires and interviews. The questionnaire was the first instrument for this research to collect data. The research would get the answer to the research problem. To get additional information about the effect of English Games on students speaking learning, the researcher also uses open-ended interviews in obtaining the data. The researcher chose the ninth year students of SMP Dadali Dinillah who study speaking class. There were two class of speaking class in that semester, two and three students in each class would be chosen as the sample. Thus, the total of the participants needed by the researcher was five participants.

In this case, there were several steps for collecting the data. The first step was the researcher looked for participants. Second, the researcher created WhatsApp group and distribute the questionnaire link to the participants.

After getting the link, participants were allowed to open it and started to fill in all the questions which there was no time limit which consisted of close-ended questions to figure the effect of English Games on students' speaking learning. The interview which consisted of two questions aimed to gain in-depth explanation and description of the used of English Games.

FINDINGS AND DISCUSSIONS

Once the researcher has done collecting the data, the researcher presented the results of the data. In order to answer the research problem of this study, the researcher provided the finding of this study that was the effect of English Games on students' speaking learning for ninth year students of Dadali Dinillah. The researcher analyzed an in-depth students' effect of English Games on students speaking learning by discussing 14 statements obtained from the questionnaire and also discussing 5 responses obtained from the participants of the interview.

The researcher used the questionnaire and interview method which consists of 14 statements and divided into 2 aspects as follow:

1. The perception students of war mine stories on speaking learning.
2. The advantages war mine stories.

These components are used to analysis the positive effect on students speaking learning at the ninth year students at SMP Dadali Dinillah. The first aspect “perception students of war mine stories on speaking learning”.

Based on the findings as explained in the previous part before, the researcher come up with an idea that the English Games at SMP Dadali Dinillah got several positive effect in speaking learning.

Most of the respondents stated that English Games in speaking learning could increase their creativity and felt easy to study outside the class, it also made flexibility of the leaning process and the material that the lecture gave can be accessed any time.

Agarwal and Pandey (2013) explain that e-learning become the method of training teacher in educational field, here are some benefits of e-learning when it compared with traditional methods: e-learning is cheaper that traditional methods of teaching because it doesn't need paper or pencil and it can be do in any place and any time; e-learning is more flexible environment for students; and personalization means that in e-learning the training material is not chosen by teacher or some organization and can help students to obtain their own requirement of knowledge.

A., Santosa, P. I., & Nugroho, E. (2019) stated that there are many advantages to the use of information and communication technology in implementing English Games, including that it is not bound by space and time. Oknisih, N., & Suyoto, S. (2019) also stated that English Games has the advantage of being able to foster self-regulated learning. The use of applications is able to increase learning independence, affordable fees for participants, and unlimited access in the development of knowledge.

The second aspect “The advantage of war mine stories.”

The researcher comes up with an idea that War Mine Stories has advantages for them. Most of the participants felt that War Mine Stories could save their time, the participants did not have to pay extra expenses on English games, and the participants could know new technology on War Mine Stories.

The research conducted by Oknisih (2019) in his research and title “*Improving the Speaking Ability by Using English Games Technique*” According to the findings, English games have the advantage of promoting spontaneous learning. Online applications allow greater autonomy in learning. Affordable fees for participants, and unlimited access in the development of knowledge.

CONCLUSIONS AND SUGGESTIONS

Based on the result on previous study, English games had an impact on participants' experience that was positive. Some participants even felt the positive impact more than the negative impact. The positive impact was about the participants could know new technology that supported them in participating speaking learning. Another reason why the participants enjoyed learning speaking because the students having flexibility while conducting English games. Overall, the advantages of English games that participants felt was the positive. This happened because the participants could apply war mine stories in their learning. This was something they did not find in other application. The participants were also made aware that learning could be anywhere and did not have to be in the classroom. This was because the English games system was flexible and saving time.

The researcher makes a number of proposals related to this study. First, the researcher would like to suggest lecturers to explore more on the application used in learning speaking. This aims to increase students' knowledge about platforms in learning speaking and also to increase variety in learning activities.

Second, the following suggestion is for students to be more engaged and actively share their perspectives and fresh ideas with the lecturers to improve the learning experience. Students' further insights into how to run application when learning speaking and engaging are also needed.

Last, the researcher would like to suggest for future research to conduct the research about learning implementation and how students' perception on its application. This is because the digital era now there are so many applications those are very helpful in learning speaking.

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