

The Use of Dialogue-Games toward English-Speaking Ability of German Language Students

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Abstract

The objectives of this research were to find out whether or not the use of dialogue-games effective for English-speaking ability of German Language Students and to find out whether or not the use of dialogue-games enhances the interest of English-speaking ability of German Language Students. The research conducted a Pre-Experimental design (One Group Pretest - Posttest Study) with only one group (experimental group). The group consisted of 20 students, where the sample was taken by using random sampling technique. The data obtained through the test were analysed by using inferential statistics through IBM SPSS 25.0 version. In conducting the research, the researcher applied dialogue-games to see its effectiveness for students' English-speaking skill which covered the three components of speaking when the students did the test. They were accuracy, fluency and comprehensibility. Besides, the researcher used questionnaire to see the students' interest of their English-speaking ability. The research result showed that there was an increase on the students' English-speaking ability between pre-test and post-test in experimental group after the treatment. Then, it is concluded that dialogue-games were able to give higher contribution to the speaking skill. It was proven by the result of inferential statistics in testing the students' score either in pre-test and post-test. Based on the result of the data analysis there was a difference between the result of pre-test and post-test of experimental group, where the mean score of post-tests of experimental group was 6.22 which was higher than the mean score of pre-tests that in only 2.92. The final score of t-test value in speaking skill was higher than the t-table value ($6.750 > 1.991$). In other words, H_1 was accepted and H_0 was rejected. Furthermore, the data that were collected from the questionnaire showed that the students were interested in

English-speaking ability from the treatment in scale of 82 mean score which was categorized as interested.

Keywords: Dialogue-games, Speaking, Interest.

INTRODUCTION

One of the tools in delivering information and communication is language. As an international language, English has a very important role for global written and spoken communication. In Indonesia, English has been taught as a foreign language. Alisyahbana in Lamo (2004) stated that “Both in secondary school and university level, the result of English is still unsatisfactory. When the students were in the classroom or even in the outside area, they cannot communicate in English well”. Studying English between a school level and university level is quite different. Some parts in a school level were not be taught in university level because the basic of it is in a different area. The lecturers did not have to repeat what students have learned about English especially in their elementary era. The researcher then found it as a gap that it will be more challenging to the lecturers to find a better method for teaching speaking because every university student has different level of English skills.

German Language Students in State University of Makassar learned English in their early semester to enrich their global language skill, knowledge and comprehension in English and also their learning process in the classroom. They already learned German as a foreign language but they also learned English while both of the languages had a different syntax and morphological context system. This is a challenging part to the researcher because for the German Language Students, English is pretty unfamiliar. This reason is what makes the researcher interest to discover in this research.

Dialogue-game is a communication system of a conversation between individuals that takes place through the game (Sahib, 2019). Dialogue-games were considered to be multifaceted communication. It means that a conversation is delivered to another person or group and receiving feedback, besides, the students can participate in a speech by a conversation partner or conversation group and it is done in games. Rasyid (2007) stated that language game technique is more effective for better language’s achievement than some of other methods.

LITERATURE REVIEW

Speaking

Clarke and Clarke (1977) point out that speaking is primarily an instrumental behaviour. A speaker speaks to have some impact on the listener. Brown (1984) observed that speaking activity is to make a communication with a listener. Each decision we make in planning our speech should be transferred and connected with the listener in mind.

Acquiring speaking skills is a challenging task that requires continuous effort and requires the use of all skills to speak. A teacher must inspire students to practice their speaking skills. Knowing how to communicate is even harder than knowing how to comprehend between speakers and listeners. Hearing listeners, on the other hand, can understand what the speaker conveys, but may or may not be able to speak or speak their thoughts. Speaking classes require students to express their thoughts and provide information to each other.

Element of Speaking

There were some elements of speaking in the communication activity as follows:

a. Fluency

Brown (2001) said that fluency is the initial goal of language teaching in communicative language courses.

b. Accuracy

Brown (2001) states that a student can focus on the phonetic, grammatical, and discourse elements of an utterance if he has a certain degree of accuracy. When teaching conversational English, teachers must ensure that students speak the correct language (clear, grammatic and phonetically correct) also facile language (fluent and original).

c. Comprehensibility

Clark and Clark (1977) say there were two general senses of understanding. Specifically, listening refers to the mental process of accepting the voice that produced by human and using them to construct and interpret what the speaker wants to convey. Other words, it is to build the interpretation from the utterances.

Techniques in Communicative Approaches

In communication approaches, there were some applications in the learning process of speaking ability; they were role-play, dialogue, cooperative learning, discussion/debate, and games. By this research, the researcher wants to defines techniques of communicative approaches; integrated skill of dialogue-games in this following part:

a. The Concept of Game

According to Johnson and Morrow (1981), activities such as plays have a clear and meaningful form in learning process of a language instruction based on the establishment of communication skills.

Games were more complex than the people think. It is not only some kind of application that described just to make a relaxing time in the classroom or just passing more duration. Byrne (1976) defines games as a system of play that contained rules in its form. Games can bring fun, enjoyable time and happiness to the people. It is a way for students to apply the language while playing, instead of taking a break from their daily activities. Harmer (1992) defines that games were an important option of the mentor's teaching equipment. It was not because the providing of the language. It because of their effects of therapy.

b. The Concept of Dialogue

Good (1973) describes dialogue is a structured conversation that uses familiar and new language structures and words. He also said that dialogue is a basic part of everyone's education until students should memorize all the points they remember. Cready (1998) states that dialogue is a verbal exchange between two or more participants.

Dobson (1975) states that dialogue is a mini communication activity from some member to other member showed as a role of language. The communication moment around society that can be applied to study another language can be a dialogue. The dialogue phrases entered the social lives as it reflected a pure thought that one person is expressing ideas to another.

c. The Concept of Dialogue-games

Dialogue-game is a communication system of a conversation between individuals that takes place through the game. When the game is on, the conversation in there gets fun (Sahib, 2019). Rasyid (2007) stated that language game technique is more effective for better language's achievement than some of other methods. Dialogue-games were really about communicating perceptions between a member to other member that shaped through games and questions. It means they can enjoy, relax or have fun. By that, dialogue-game is a conversation that is included in a game. Dialogue also can be a conversation that one person has with another person.

d. The Concept of Interest

The mental state of a person which produces reactions of satisfaction and several specific attentions with certain situations and objects is called an interest. Atkinson (1981) stated that experimental emphasis is the desired response. Interest arises when we become fully attended of our own order and habits towards something. The researcher concluded that teaching and learning process needs interest to take place like feeling to study or experience anything. Therefore, learners could see it interesting of something that related to the teaching methods and skills of the teacher.

Non-English Department Students

Non-English Department Students were students that do not learn English as their major language-learning in their academic program. This is a challenging part for them because they have difficulties for their English-speaking ability. According to Namaziandost and Nasri (2019), it is hard for them to memorize and pronounce new English-words, have low level of confidence, and like better to speak with other students by their native language or other language that they can speak it fluently. Nuryana (2020) also stated that Non-English Department Students have difficulties in their English-speaking ability in parts of grammar, pronunciation, vocabulary and meaning, psychological things like hesitation of doing any failures, low level of confident, shyness, anxiety and others.

METHOD

Research Design

This research applied a Pre-experimental approach (One Group Pretest – Posttest Study). According to Ary (2010) experimental research conducted a study of the effect of the systematic manipulation of one variable on another variable. This research uses pre-experimental using quantitative approach with one group pretest-posttest design because it does not have random assignment of subject to group or other strategy to control extraneous variable. It means that this research contained experimental group, pre-test, treatment and post-test.

Related to that, the design of this research was made for discover the English-speaking ability through dialogue-games for German Language Students at State University of Makassar. By applying this, the experimental group took a pre-test to see their English-speaking ability before the treatment. Furthermore, they learnt speaking activity by applying dialogue-games. After that, they took a post-test to see their English-speaking ability to find out its effectiveness

in their English-speaking ability. The experimental group also got questionnaires to see their interest of English-speaking ability.

The Variables and Operational Definition

a. Variables

This study concluded three variables; one independent and two dependent variables. The application of dialogue-games is the independent variable. The dependent variables of the study were the speaking ability of German Language Students and the interest to the application of dialogue-games that students had.

b. Operational Definition of Variables

Dialogue-game was the conversations that were applied by every participant in the game activity. Dialogue can bring the participants to spread out their thoughts for showing their speaking skill; it could be applied by every individual or group with some interesting topics in the game activity. By this, the participants try to speak English with their peers. Games were ways to make a relaxing moment between the participants. Dialogue-games were made to bring the participants having conversations between the players and bring them enjoyable time. Dialogue-games were approaches to enable the students feeling enjoy and active in practicing speaking English. Related with this, the researcher applied sound games and picture game.

The speaking ability of the participants was their method to communicate accurately, fluently and mutual comprehension. The speaking skill of the students was the outcome of dialogue-games as the application in their process of learning. The speaking skill agrees with the fluency, accuracy, and comprehension. The speaking accuracy coated the correct grammar, correct pronunciation, and suitable word option. The speaking fluency was the method from the students to speak meaningfully in their communication. Comprehension was the method from the students to comprehend the language and the listeners could give response or release feedback to the speakers according to their comprehension.

Population and Sample

a. Population

This research included the third semester of German Language Students at State University of Makassar as the population (38 students in total. 21 students from class A and 17 students from class B).

b. Sample

The researcher applied Random Sampling in this research. Random Sampling was the method of choosing a sample from the whole population randomly. The sample in this study were 20 students (11 students from class A and 9 students from class B). The researcher told the students to count their number (for both of the class, the first students had the number 1, the second students had the number 2, and so on). The researcher then chose the students with odd numbers as the sample for the research.

Instruments of the Research

a. Speaking Test

There were two tests for the students' English-speaking ability (pre-test and post-test). A pre-test applied to determine the participant's skill to speak early when the learning process or treatment was not beginning yet. There was a post-test instrument for the participants after the treatment session. The assessment of students' verbal ability used the Heaton band score (1998). The test was based on an interview. The researcher used personal interviews. It means that the researcher was the interviewer and the student was the interviewee.

b. Questionnaires

This research conducted questionnaire for the participants after the post-test to evaluate their interest in applying dialogue-games in their speaking skills. The researcher applied 20 items.

Procedure of Collecting Data

For collecting the data, the researcher applied the procedure for the experimental group that were doing the pre-test for the whole participants first. The researcher recorded and made transcripts from their pre-test. After that, the researcher applied the treatment for the students. Post-test and questionnaires then applied to the students in this research. The researcher then made transcripts from their recordings to see their result based from the research question of the research.

Technique of Data Analysis

a. Speaking Test

The participants' score in speaking test were estimated by rating scale. The rating scale applied by Heaton (1998) to see the accuracy, fluency and comprehensibility for estimating the effectiveness of English-speaking skill of German Language Students at State University of Makassar

Students' speaking skills were measured using the German Language Students assessment standard by Heaton (1998). The student speaking test results were used to decide the student's placement. For obtaining a classification of participants based on German Language Students assessment standards, the researcher used Heaton's Analytic Rating Scale (1998) to German Language Student score so that Heaton's highest score (1998) was multiplied by three speaker indicators (6x3=18) or analysis of participants' scores can be done as follows:

$$\text{Students Score} = \frac{\text{The Gain Score}}{\text{The Maximum Score}} \times 100$$

The test was calculated for figuring out the exceptional opposition between pre-test and post-test and for figuring out the score of the experimental group by applying IBM SPSS 25.0 version. The researcher applied independent sample t-test, standard deviation and mean. The range of significance were set at $\alpha = 0.05$.

b. Questionnaire

Students' speaking scores were graded. Questionnaire data were tabulated and measured to determine student interest in applying dialogue-games to their English-speaking ability. The measurement points range from 20 to 100 (interval 80). Since the questionnaire consists of 5 sections, the interval was taken to determine a section was $80:5=16$.

The result of the students' interest for the interval score was how to categorize the students' responses in learning speaking ability by using the dialogue-games. If the students' score 20-35, it means that the students were highly uninterested. Interval Scores of student interest data was a way of measuring student responses to learning speaking skills using dialogue-games. A score between 20 and 35 shows that students were highly uninterested.

FINDINGS AND DISCUSSIONS

The Students' Speaking Skill

a. Accuracy

The frequency and rate percentage of the participants' score of speaking result on accuracy component in pre-test and post-test can be seen that in pre-test, there were 8 (42.5%) out of 20 students were in very poor classification, 9 students or (45%) were in poor classification, and 3 or (12.5%) out of 20 students were in average classification (none of them in good, very good, and excellent classification). On the other hand, in post-test, there were 3 or (15%) out of 20 students whose grade in very good classification, 9 or (40%) were in good classification, 6 or (35%) were in average classification, 2 or (10%) were in poor classification, and none of them in very poor and excellent classification. The mean score of pre-tests in experimental group was 1.68 which was categorized as very poor classification and in post-test was 3.60 which was categorized average classification. It indicated that the mean score of participants' speaking result on the accuracy component in post-test was higher than the pre-test.

b. Fluency

The frequency and rate percentage of the participants' score of speaking result on fluency component in pre-test and post-test can be seen that there were 6 or (35%) out of 20 students were in very poor classification, 11 or (52.5%) were in poor classification and 3 or (12.5%) were in average classification, no one was in good, very good, and excellent classification. In post-test, there were 3 or (12.5%) out of 20 students whose grade very good classification, 8 or (42.5%) out of 20 students whose grade good classification, 7 or (37.5%) were in average classification, 2 or (7.5%) were in poor classification and no one was in very poor and excellent classification. The mean score in pre-test was 1.77 which was categorized as very poor classification and in post-test was 3.60 which was categorized as average classification. It showed that the mean score of participants' speaking result on the fluency component of speaking in post-test was higher than pre-test.

c. Comprehensibility

The frequency and rate percentage of the participants' scores of speaking results on comprehensibility component in pre-test and post-test can be seen that 7 or (32.5%) out of 20 students were in very poor classification, 11 or (60%) were in poor classification, while 2 or

(7.5%) were in average classification, no one was in good, very good and excellent classification. In post-test, there were 2 (10%) out of 20 students were in very good classification, 7 or (35%) were in good classification, 9 or (47.5%) were in average classification, 2 or (7.5%) were in poor classification while none of them in excellent classification. The mean score in pre-test was 1.77 which was categorized as very poor classification and in post-test was 3.72 which was categorized as average classification. It indicated that the mean score of participants' speaking result on the comprehensibility component of speaking in post-test was higher than the pre-test.

The Students' Interest

The data of students' interest in using dialogue-games for their English-speaking ability. It showed that there were no students out of twenty were categorized into highly uninterested and uninterested classification, only 1 student or 2.5 percent was categorized into moderate classification, 11 or 57.5 percent were categorized into interested classification, and 8 or 40 percent were categorized into highly interested classification as the total score.

The Students' Achievement on Speaking Ability

Interpretation of the data collected in the test shows that the students' English-speaking skills effectively increased. This was confirmed by the mean score of pre- and post-test scores of students in the experimental group. The mean score of pre- and post-test scores of the experimental group were 1.68 and 3.60, respectively, based on the findings reported in the previous section. The use of dialogue-games is effective for the English-speaking skills.

The standard deviations (pre-test and post-test) for the experimental group were 0.68 and 0.79. A smaller standard deviation indicates how close the profit estimate is to the mean. The mean score of the experimental group increased after treatment. The experimental group learned to speak English through dialogue-games. As reported by Rasyid (2007), the application of language game techniques was more effective in achieving language proficiency than other methods. Using guided conversations to develop students' language skills can greatly develop the students' result.

Participants in the experimental group were able to compose their own ideas, concepts and information based on the material given to them. This is in accordance with the view of Rosenberger and Sloan (1979) which said that communication is the transfer of actual ideas from one member to another through statements and questions. Students participate in groups and actively present their ideas. The application of dialogue-games can be an expert method in the teaching and learning process. Teachers must be able to comprehend and teach English according to students' speaking skill in various ways. They must be able to teach in a way that students find interesting and engaging. One way for that through the use of games, as Johnson and Morrow (1981) argued that play has a clear and important place in language learning theory based on the development of language skills and communicative abilities. This means that teachers must plan learning well.

The Students' Interest of Learning English using Dialogue-Games

The experimental group took the questionnaire that contained general statements regarding students' interest in learning English. The message changes depending on interest in learning

English. Reading activities in speaking class and intention to develop speaking skills in class. All statements related to the application of dialogue-games by the experimental group researchers.

The findings of the experimental group's score of interest through questionnaire indicated that 8 (40%) students were in highly interested, 11 (57.5%) were in interest, and 1 (2.5%) student were in moderate classification. In other words, almost all students in the experimental group were highly interested on speaking English after following speaking class by using dialogue-games. It was supported by finding oh Sahib (2019) that the students felt interest in speaking English through dialogue-games. It was in line with Atkinson (1981) theory that experimentally an interest was a response of liking. When analyzing the results of the experimental group from the questionnaire, 8 students (40%) had highly interested, 11 students (57.5%) had interest, and 1 (2.5%) student had moderate category. Students completed the language course through dialogue-games and showed interest in English. Sahib (2019) supported the fact that students like to speak English through dialogue-games. It suited with Atkinson (1981) theory that in a response of liking, an interest is an experimental way for that.

The researcher found that both of the treatments (picture game and sound game) were not the same according to the students' interest. More students were interested with the picture game rather than sound game because they found it more fun and easier to apply in the class. That was also make the speaking skill of the participants was higher after the treatments. Sound game was fun and delightful too but for the students, it was pretty hard to apply in the class.

Practical Contribution

From this research, the treatment has some practical contribution for both of the students and the teacher. According to the research's result, it could be a source of method for teacher for increasing their ability, competence of teaching and learning English activity especially for the speaking ability. The teacher controlled and guided the students to rule several difficulties like if students could not show or could not understand the vocabulary. For students, it can help them to increase their achievement in speaking skill. The students can work together and play in the class for practicing their English ability of speaking. The students did not hesitate to communicate about something that they know, feeling and experienced. Otherwise, the use of dialogue-games techniques trains the students so they can communicate in English and it could be started with explaining their identity for the introduction activity.

CONCLUSIONS

From the findings and discussion in the previous chapter of this research, the researcher came to the following conclusions:

- a. The application dialogue-games effective for English-speaking ability of German Language Students in State University of Makassar. About 1.68 was the pre-test score and 3.60 was the post-test score of the experimental group's mean score. The findings signified that the experimental group's post-test mean score was higher than the mean score of their pre-test.
- b. The application of dialogue-games enhances the interest of English-speaking ability of German Language Students in State University of Makassar. The findings indicated that 8 (40%) students were in highly interested, 11 (57.5%) were in interest, and 1 (2.5%) student were in moderate classification. By those result, almost all participants' English-speaking

interest in the experimental group were highly interested on after following the treatment in the classroom by applying dialogue-games.

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