The Efficacy of Using Cup Stacking Game in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students

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Abstract

This research aims at finding out the efficacy of using Cup Stacking Game in teaching speaking especially describing to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of Cup Stacking Game effective in teaching conditional sentences to Indonesian EFL students?.   The research can be an addition to the persisting teaching speaking in English particularly the descriptive text through the use of Cup Stacking Game.   The research was conducted in August 2019. This research was conducted at First semester students of the English Study Program of Nusa Cendana University, Kupang.   The population of this research was First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year. The number population is 160 in four classes.. The research used a pre-experimental method with a pre-test and post-test design. The pre-test was given to find out the basic ability of the students in mastering speaking and the post-test given to find out the students' improvement in mastering speaking after giving the treatment by using Cup Stacking Game. The findings show that using Cup Stacking Game is effective in teaching speaking to Indonesian EFL students.   It is supported by the result of the significance test through SPSS 20 program that the P was 0.00.   Therefore, it is recommended to use the Cup Stacking Game in developing students' speaking of Indonesian EFL students.

Introduction

Language is used as a communication tool, speaking ability or communicating with others taking an important role. People certainly know how to express thoughts, opinions, feelings, and ideas through language. Furthermore, Lyle (1993) in Bertram (2002) states that spoken language is links that are very important in the process of learning and thinking of students development. Oral language provides the basis for other developments language skills. When children talk about themselves and their experiences, the yare learning to organize their thoughts and focus their ideas. Bertram (2002) also added that it was important to provide opportunities for spoken language continue to grow in the foundation's classroom. Before students achieving proficiency in reading and writing, spoken language is important means of learning and gaining knowledge. Even throughout life, oral Language skills remain important for communication of ideas and intelligence conversation. To achieve improvement in communication using English, students must have abilities that are good in pronunciation and grammar.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formalty, and vocabulary. Furthermore, Brown (2000:270-271) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, strees, rhythm, and intonation, and interaction.

When the writer did observation First semester students of the English Study Program of Nusa Cendana University, Kupang, he found that some of the students do not know really master the speaking skills. He found that the students still didn't have a good skill in expressing the ideas in English. Even though the students always learn it before the writer did observation there, they still confused about it.

To solve these problems, the English teacher try to apply various teaching techniques, or the teacher has to create class atmosphere of how to encourage student's speaking ability. A teacher plays an important role in teaching and learning process in classroom activities. He or she is responsible to determine the aim of teaching and has to create favorable situation in motivation the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson.one of the techniques that can be used by a teacher in teaching speaking namely using cup stacking game.

Games is a word derived from they English language meaning games. There are many rules that must be understood by the user in playing game. Game are considered to help and encourage the students to make the effort to win because they will be given a lot of opportunities to practice their language more freely. In the

English dictionary "Game" is defined as a game. The game is part of playing and playing as well as part of the game the two are interconnected. The game is a complex activity in which there are rules, plays and cultures. A game is a system in which a player engages in an artificial conflict, where the player interacts with the system and the conflict in the game is engineered or artificial, in the game there are rules that aim to limit the player's behavior and determine the game. Games aim to entertain, usually games are much liked by children to adults. Games are actually important for brain development, to increase concentration and train to solve problems precisely and quickly because in games there are various conflicts or problems that require us to solve them quickly and precisely. But the game can also be detrimental because if we are addicted to the game we will forget the time and will interfere with the activities or activities that we are doing. The game comes from an English word meaning the basis of the game. The game in this case refers to the intellectual agility of the game which can also be interpreted as the arena of decisions and actions of its players. In the game, there are targets that the player wants to achieve.

A game is any form of playful competition whose outcome is determined by physical skill, strategy or chance employed singly or in combination. According to Loy in Santriawan, there are three important parts of this definition. First, games derive from play. Second, games involve competition. Third, the outcome of the game is determined by use of physical skill, strategy, and or chance. A game can help the teacher to create contexts in which the language is useful and meaningful.

Cup stacking is one of game who made students fun in study. Cup stacking can train students in learn speaking. Cup stacking game also make brotherhood between students more tight. Cups can be piled in pyramids of all sizes and shapes or made into walls or towers. You're just limited by the number of cups in your stash. Luckily, they're cheap (and quite often recyclable). Plus kids are practicing math if they count their stacks or create patterns with different colored cups. (By Catherine Holecko Updated July 05, 2019).

Some step of using cup stacking game. 1. provide a cup 2. paper rolls containing vocabulary 2. the teacher divides students into two groups 3. The participant first takes a paper roll containing vocab and then gives a hint from the contents of the paper roll to his friend until it is answered 4. After being answered, a roll of paper containing vocab is pasted into a glass and arranged until it becomes a tower. 5. each group is given only 10 minutes to guess. 6. the most guessed correctly becomes the winner. Then, the author argues that using stacking games in speech learning can improve students' mental abilities in speaking. Besides that there is a sense of competitiveness and enthusiasm in learning because it uses the game method.

Based on the explanation, the researcher is interested in conducting a research under the topic "the efficacy of using Subtitled Video in teaching reading especially stories to Indonesian English as Foreign Language (EFL) students" ,as a result in real situation he

does not find an adequate and appropriate strategy teaching reading in SMA Kristen MercusuarKupang, an Indonesian High School it may be caused by most English teachers still teach by using conventional method in teaching reading.   Therefore, it is very important to provide an alternative media to improve student; it is assumed that using subtitled video might for improve the students' ability in mastering reading skills.

From the background of the study, the researcher formulated the research questions such as below: Is the use of Subtitled Video effective in improving students' reading skills?. Then, the   researcher formulates the objective of the research as follows: To find out the effectiveness of using subtitled video in improving the ability in reading at second year students of SMA Kristen MercusuarKupang.   This research is expected to be useful information for teacher and the students about teaching reading through subtitled video. Also it expected to be a reference for the next researcher who wants to do a research about teaching reading with subtitled video. The scope of the research focused on improving students' reading skills in the comprehension context by using subtitled video at the eleventh-grade students of SMA Kristen Mercusuar with considering some reading skills such as skimming, scanning, and intensive. The subtitled video used in this research was English news. The duration of the English news video is about 3-9 minutes. The videos inform about the latest things happening in the world.

There are some previous studies related to the research. The first research which has relevance with this research was conduct by Riska (2017) Universitas Malang entitled using fishbowl Technique to improve 8th grader's speaking skill at SMPN 11 Malang). Based on the result of the study which showed this technique successfully improved the students' speaking skill, the researcher suggested English teacher to apply the fishbowl technique in teaching and learning activities, especially in speaking activity. Astir Ratnsari (2016) Universitas Malang (Fairies' wheel : an instructional medium to improve speaking skill of junior High school student). The result of study showed that the medium was appropriate and suitable to support teaching and learning process, especially for improving speaking skill for seventh grade. English teacher can also use this medium for other text types such as narrative text and procedure text. Further researchers can also develop this media to make it better regarding some of the weaknesses. In addition, the further researcher can do another research about this media on different skill such as reading or writing. Then, Sari Irianti *(2011)* UIN   Syarif Hidaytullah Jakarta entitled Using Role Play in Improving students' speaking ability (a classroom action research in the second year students class VIII.1 of SMA PGRI II Ciputat.   The writer say, role playing (ramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. Nasikhatun

Listya Atika Farah *(2013)* Universitas Negeri Yogyakarta entitled Improving the students English speaking skills through Cue Cards Media at Grade VII of MTs N Rowokele in the Academic Year of 2012/2013 Masruroh, Siti Lutfiyah*(2015)* Universitas Malang, *Using Achievement Cards to Improve the Speaking Skill of Seventh Graders at SMP Negeri 9 Malang.* Based on the result of this research, it is suggested that English teachers use achievement card as the media to teach students to speak English. For other researchers especially those who want to conduct similar research, they can conduct the research in higher level of education. Other researchers are also recommended to conduct the further research in different areas of language skills, such as reading, writing, and listening. All the research above were to improve the students speaking skill.

From some of the studies above related to improving students' speaking skills, it can be seen that there are similarities and differences from previous researchers and writers. equations that can be seen clearly are both aimed at improving students' speaking abilities. Meanwhile, the difference between previous researchers and writers is that they both use games but in different forms or types of research to be conducted on students.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

$$O_1 \qquad X \qquad O_2$$

Where:

O_1 = pre-test
X= treatment
O_2 = post-test

(Best 1997:103)

The population of this research was the First semester students of the English Study Program of Nusa Cendana University, Kupang.. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used reading test to measure the students' ability in mastering reading text. Before and after giving treatment.

The data was collected by using the procedure below:

1. Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the speaking skill of the students before giving treatment.

2. Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by using cup stacking game in teaching speaking. the steps as follows: 1. provide a cup 2. paper rolls containing vocabulary 2. the teacher divides students into two groups 3. The participant first takes a paper roll containing vocab and then gives a hint from the contents of the paper roll to his friend until it is answered 4. After being answered, a roll of paper containing vocab is pasted into a glass and arranged until it becomes a tower. 5. each group is given only 10 minutes to guess. 6. the most guessed correctly becomes the winner..

3. Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave reading test and asked the students to answer. It aimed at finding out the students'ability in speaking skill after giving treatment..

In analyzing data, the researcher giving score to the students based on the result of their speaking test in pre test and post test. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Results

From the result data analysis, shows that the mean score of the students pretest was 45 and the mean score of posttest was 75 It means that using cup stacking game in teaching can enhance the students' achievement especially for the students' speaking skill.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' reading ability through cup stacking game as a way to deliver learning speaking. Cup stacking game is effective in enhancing the students' speaking ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in speaking skill. Therefore, in teaching speaking, one of technique that the teacher may use this game in teaching, especially in some speaking skills.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

	Pretest	Posttest
Mean	53	85
Standard dev.	8.30	10.49
Max	60	90
Min	21	56

The data shows the mean score of the students pretest was 45 and the mean score of posttest was 75. Standard deviation of pretest was 8.22 and the standard

deviation of posttest was 11.27. It means that using subtitled video in teaching speaking through cup stacking game can enhance the students' achievement in speaking.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' speaking ability through cup stacking game as a way to deliver learning process. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that using subtitled video is effective in enhancing the students' speaking ability.

Discussion

Based on the result of data analysis, the researcher found out that the use of cup stacking game is effective in developing students' competence in speaking skill at the First semester students of the English Study Program of Nusa Cendana University, Kupang.. Actually, there some techniques that we can use to teach reading but the researcher using cup stacking game, moreover the application of cup stacking game gave good effect in enhancing the students' skill in speaking..

Based on the data collected, using cup stacking game in teaching speaking can enhance the students' achievement. It was proved by students' score on the speaking test. All students' score was improved after conducting the treatment through the use of cup stacking game in online learning.   This research result was in line with previous research conducted by Riska (2017) who found that game can improve students' speaking skills and make the students more live, active, and enjoyable. According to [Catherine Holecko](#)   (2019)., Cup stacking is one of game who made students fun in study. Cup stacking can train students in learn speaking. Cup stacking game also make brotherhood   between students more tight. Cups can be piled in pyramids of all sizes and shapes or made into walls or towers.

Conclusion

The researcher concludes that the use of cup stacking game is effective in developing students' competence in mastering reading skill at the the First semester students of the English Study Program of Nusa Cendana University, Kupang.   It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance (p=0.05). The

probability value was smaller than α (0.00<0.05). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering reading through using cup stacking game in online learning to the the First semester students of the English Study Program of Nusa Cendana University, Kupang.

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