




## Efforts to improve speaking skills through roulette game media for students in the higher education school

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### ABSTRACT

The problem raised in this research was that many students lacked speaking skills in higher education schools. This study used a classroom action research model to improve students' speaking skills through roulette game media. The study was conducted in Jinarakkhita Higher Education School Lampung. The results showed a significant increase in the use of this game media, namely with an increase in student learning outcomes; those who were not yet skilled in speaking became skilled in speaking because the use of this game was fun, thus conditioning students to speak. Based on the recapitulation showed an increase in students' speaking ability from cycle I, Cycle II, and Cycle III. Students who have achieved mastery of speaking skills in the first cycle of learning completeness are 40%, in the second cycle 74%, and in the third cycle, students' learning mastery reaches 82%.

### KEYWORDS

Roulette game; Language Skills; Language in Education; Language Education; Learning Innovation

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### Introduction

Teaching and learning activities in the current era of technology and innovation need various changes. This effort needs to be made to have a significant impact on students so that students have experience in carrying out each learning activity. The resulting form of experience can at least give a deep impression that the learning carried out is not only limited to knowledge and theory but can provide benefits in behavior in everyday life. To obtain a satisfactory level of learning outcomes, it is necessary to make changes in the learning process, including improving the methods that are often used and utilizing suitable media in delivering the material. This effort is carried out by utilizing technological developments applied in the educational process. Technology can be used as a medium for learning.

Technology as a medium has promised great potential in changing the way a person teaches, obtains information, innovates, and so on. Learning using technology-based media provides innovation for educators to develop learning techniques to produce maximum results. Likewise, for students, with the technology-based press, it is hoped that it will be easier to determine what and how students can absorb information quickly and efficiently. Sources of information no longer rely solely on the book's text but more broadly than that. Proficiency in utilizing technology used as a learning medium will make it easier for students to understand the expected material or information better. The factors that influence the learning process are the learning media chosen by educators. Media is a tool in the teaching and learning process. If the teaching and learning process is not enjoyable, students will feel bored and not be interested in the material to be conveyed.

The lack of enthusiasm for learning in the Higher Education School environment, especially in Indonesian Language courses, is not only caused by the inaccuracy of methods and media but is also rooted in the conventional education paradigm. It uses classical teaching methods such as lectures and copying writing on the blackboard without being interspersed with various learning methods and media that encourage students to learn more actively. Three factors cause the low participation of students in the teaching and learning process, namely: (1) students cannot formulate their ideas, (2) students lack the courage to express opinions to others, and (3) students are not accustomed to expressing opinions with friends who other. The application of media in the learning process is quite significant.

Given the learning, media is an integral part of the learning process. The effectiveness and efficiency of the learning process can be adequately realized if the use of media can be adapted to the planned learning concept. The media provides a visual experience, among others, to encourage learning motivation, clarify the idea of learning material and increase students' absorption to understand the learning material better.

Educational activities that follow the times must provide strong motivation. Strong interest will give substantial energy to students to be able to learn. It is hoped that students will be able to carry out learning happily and full of enthusiasm. Subject is related to Indonesian language education. In general, students do not like this course. Most lecturers only use the lecture method, which tends to be boring. Submission of content and the form of material that is less pleasant makes students less enthusiastic about attending lectures. The trend in the field is that many lecturers who teach are less able to understand how to use the appropriate method. Most lecturers teach with the same model and do not give students the ability to develop their imagination well. Learning Indonesian language education in the use of media following the development of the era full of technology has not been fully implemented in helping the learning process. As a result, students will tend to feel bored and less interested in learning. There is very little interest in learning. This causes students to come to school only as a routine. One example occurred in Indonesian language education at the Higher Education School.

Implementing teaching in Indonesian material is quite good, but media use needs improvement. Lecturers have not guided how to practice applying Indonesian language material, so students are not enthusiastic about participating in the learning process. Many students complain that the learning tends to be monotonous in the material, in which the lecture method is more dominant. Other problems in learning the material are difficult to understand theories because they are more of mere knowledge. Indonesian language course material can be made with an attractive presentation, namely by using the help of media and methods suitable for Indonesian language material that follows the student's character.

## Literature review

Another problem that arises when there is an assignment in the form of a paper presentation is many problems related to speaking skills in the form of non-fluency in speaking, nervousness, and lack of self-confidence, which make the presentation not go well—considering that the graduates of higher education school students are prospective as educators. One of which should have various competencies, one of which is competence as a speaker, because being skilled in speaking can convey teaching materials well. After seeing the various kinds of problems that exist, using the roulette game media, the researcher tried to apply a media that can improve and increase interest in learning and improving speaking skills. Every individual in the Higher Education School is always inseparable from a mobile phone and is familiar with a mobile phone games. Seeing this phenomenon, the researchers felt the need to use this game media as a means of learning, to improve students' skills to be more skillful in speaking.

## Methods

This research is in the form of Classroom Action Research (CAR). CAR is a form of reflective inquiry conducted in partnership regarding certain social situations (including education) to improve rationality and justice. CAR as an action taken during learning activities in a class is intentionally raised together (Suharsimi et al, 2007: 3). The class in question is also not a room for learning but a group of students who study. Kemmis (in Kasbolah, 2001:9) mentions four aspects of classroom action research: planning, acting, observing, and reflecting. CAR is cyclical research, meaning that this research is carried out repeatedly and continuously until the research objectives can be achieved. The steps of classroom action research include Reflection, planning, implementation of the action, observation and implementation, analysis, and Reflection (Daryanto, 2011: 122). Furthermore, the steps of this research are arranged in a spiral, and real action is taken. In the chart, the research series is described as follows.

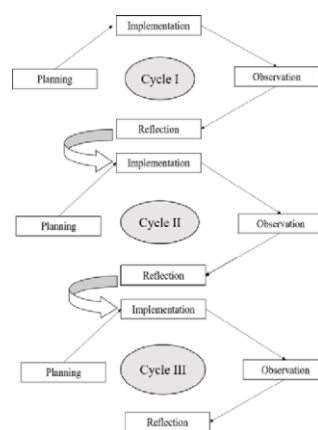


Figure 1. John (2014) Action Research Model

The following explains the flow of the classroom action research image, follows: (1) In the action plan, before researching, the researcher formulates the problem and objectives and makes actions, including research instruments and learning tools; (2) Implementation of actions, taking actions according to the plan to see the results of the performance of the roulette game learning method; (3) In observation, the researcher who acts as a teacher is assisted by two people, namely the tutor teacher and colleagues, as observers in the process of learning activities; and (4) In analysis and Reflection, the researcher examines, sees, and considers the results or impacts of the actions taken based on the observer's observation sheet. Furthermore, based on the analysis results and observers' reflections, the researcher made a revised design to take further action.

This research was conducted in at least two cycles. Observations were carried out in every learning implementation by the civil servant teacher and colleagues. The observation process is carried out using an observation sheet that the validator has validated. In addition to the observation sheet, observations were made with documentation using a camera and handicap. For the final stage of learning in each cycle, a test is carried out to see student learning outcomes.

## Results

Research data on efforts to improve speaking skills through the roulette game media for the student researchers were obtained through observations made by lecturers and colleagues. Observations were made to determine student activities in class. To determine students' speaking skills, the researcher conducted a test at the end of each learning cycle and assessed using pretest-posttest. Researchers conducted interviews to discover obstacles, learning difficulties, and factors that caused a lack of interest in actively participating in learning. Interviews conducted by researchers were given to students who had the lowest and highest scores. Three students were taken each, while documentation was taken to obtain data about students and the process of learning activities using a Handycam.

Based on the results of observations and analyzes from researchers, in general, learning activities by applying speaking skills through the roulette game media have been carried out by students well. Even though students feel inferior or lack courage in asking questions, expressing opinions still looks stiff, which is still perceived as new. The lecturer and researcher, a monk, make students feel uncomfortable and awkward interacting freely. Before the action was carried out, the students' speaking skills had not developed optimally. At the time of learning, the lecturers did not provide opportunities and freedom for students to speak, and in education, the lecturers played more active roles than the students. The lecturers were not maximal in using game media and learning methods, resulting in students being less interested in participating in learning activities in the classroom. However, students' speaking skills have increased after implementing the storytelling learning method accompanied by questions and answers and supported by roulette game media.

The improvement of students' speaking skills consists of the ability to answer questions with complex reasons, tell stories about personal experiences using more than two sentences, and retell the contents of the stories heard based on the results of pre-action observations, cycle I, cycle II, and cycle III. The increase occurred because of the implementation of learning using strategies that match the needs of students, namely using storytelling learning strategies accompanied by questions and answers and using roulette game media that are interesting for students, namely image media, in addition to a good response from lecturers. Students were happy with learning activities using game media accompanied by storytelling learning methods accompanied by questions and answers. This can be seen in the enthusiasm of students to take part in learning, from the attitude of the lecturers who always ask their students to repeat the stories that have been told.

In addition, in learning using game media in the storytelling learning method accompanied by questions and answers, all students have the opportunity to answer questions from the lecturer. Retell the story's content and tell about a personal experience using two sentences. To clarify the improvement of students' speaking skills, a recapitulation of the results of observations from pre-action speaking skills, cycle I, cycle II, and cycle III, can be made as follows.

**Table 1.** The Recapitulation of the Enhancement of the Speaking Skills of Students

Results	Cycle I		Cycle II		Cycle I		Cycle II	
	1st Meeting	2nd Meeting	1st Meeting	2nd Meeting	1st Meeting	2nd Meeting	1st Meeting	2nd Meeting
A	0	1	5	7	10	13	13	13
B	11	8	12	13	9	9	9	9
C	9	13	7	4	6	3	3	3
D	5	3	1	1	0	0	0	0

Source: The Research Data Findings

Based on the research results shown in the first cycle, information was obtained that learning with the roulette game media, even though it was not maximized, had shown students' enthusiasm for participating in education. Speaking skills can be seen from the activities of conducting discussions, collaborating with friends, and doing practice. Activeness in providing comments in response to problems associated with daily life and seriousness in participating in learning has also been seen. Some of the shortcomings that can be seen from the observations and

analysis of the researchers themselves appear in the interaction of students with lecturers (researchers), students and students, and some about media use. Regarding students and lecturers, students are not brave enough to ask questions or express opinions to lecturers. It is also seen from some students who are not active in conducting discussions, and this is due to the intrinsic factors of the students themselves.

Another problem based on the observations of the civil servant lecturers, the researchers did not provide enough reinforcement to students, and time management needed to be appropriately managed so that the learning design indicators could be achieved. From the media displayed, some clues need attention to the color and writing. In the delivery, it is necessary to arrange the time so that it does not take up a lot of time. Some of these problems became the basis for improvement in the second cycle. For researchers to make preparations for the second cycle of research. In the second cycle, the learning activities were more visible than in the previous process. The observations from the observers showed better results than the overall observation indicator items, which shows the students' activeness. Student activity has begun to be seen in how they respond to the presented material. Some students have also started to dare to give comments on the examples displayed through the media. When conducting discussions based on observations, most students seemed to have serious talks, although there were still some things that were lacking and needed to be improved for the next cycle. Based on the results of observations and analysis of the shortcomings, namely: students are still less relaxed in doing the learning. This happens because there are three researchers—an observer and one person as documentation that indirectly provides supervision. As a result, students feel monitored continuously. Another drawback is that students have not maximized the time given to demonstrate the results of the discussions. Through the results of these observations, the researcher again made preparations for the third cycle.

The results in the third cycle showed a significant change. The students looked happy and enthusiastic in following it in the learning process. The discussion activities carried out by students can be observed well by each group. The formative tests gave results that continued to improve from the previous cycles. This shows that using roulette game media effectively improves speaking skills and learning outcomes. These improvements can be seen in the learning process, where students respond well to how learning is carried out. Education is carried out by involving students directly, namely doing practice, discussing, and now providing a form of demonstration of material exemplified in everyday life, providing a meaningful learning effect for students. As expressed by (Sukmadinata, 2009: 62) that the function of motivation is "first to direct (directional process) and secondly to activate and increase activities (activating and energizing function).

After seeing the information above, namely the results of the actions in cycle I to cycle III, students in the Completed criteria After being subjected to step in the process, I am 11. After taking action in the second cycle, the eight students at the good standards stage increased by eight. Namely, in the first cycle, 11 students became 19 students. Furthermore, there was an increase in the third cycle after being given the action. The increase in students who achieved learning mastery was 82% completed, whereas in the second cycle, 74% and in the first cycle, only 40%. With more and more research results from before, the action to the third cycle experienced a good improvement.

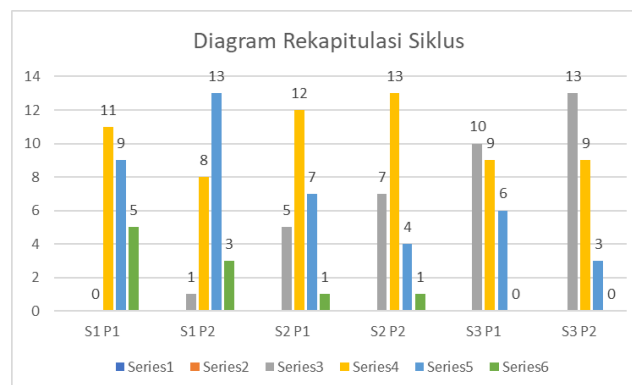


Figure 2. Cycle Recapitulation Diagram

The results of the recapitulation data show an increase in students' speaking skills from cycle I, cycle II, and cycle III. Students who have achieved mastery of speaking skills in the first cycle always increase in each cycle meeting. Until the third cycle of learning, completeness is as expected. The increasing ability to speak through the roulette game media is reinforced by Dhieni's theory (2005:11.14) that the roulette game media helps the process of delivering information to students with the aim that the learning process runs according to what is expected by students according to the level of achievement that students have planned, namely to find out students' speaking skills in answering questions, retelling stories, and telling stories about personal experiences.

## Discussion

The roulette game playing media has an essential role in improving students' speaking skills, namely the existence of roulette game media conditions a person to express student vocabulary which will increase so that students' speaking skills also increase and students will easily communicate through storytelling activities, singing, reading pictures of things. This follows the opinion of Nurbiana Dhieni (2005:66) that students' speaking skills after

increasing student vocabulary, students will express themselves through picture reading activities to improve students' speaking skills.

The question and answer method also serves to improve speaking skills that train students' courage to express their opinions by answering questions given by students, retelling activities, and telling stories about personal experiences. Because through speaking, students' language development becomes more effective because one of the purposes of using method 3 to develop questions and answers is for vocabulary. Roulette game media is also an accessible media to get. Almost every student can make it that one of the advantages of roulette game media is that it is easy to get media and words and cheap (economic value); economic means that this media is relatively inexpensive because in this case, the researcher makes his own by looking for references from magazines and then drawn on manila paper and given attractive colors so that students will be interested and easily grasp the material about what will be delivered.

The description of the importance of giving reinforcement to students in the form of verbal support and strengthening of symbols described above follows the opinion of Dhieni (2005:38), which states that in student learning activities, it will be better if students give reinforcement and rewards (gifts or praise), stimulation and models or good examples from adults so that speaking skills can develop optimally.

## Conclusion

Learning by using roulette game media can improve students' speaking skills. The increase in children's speaking skills can be seen from the observation data obtained, namely the child's ability to convey intentions (ideas, thoughts, ideas, and feelings) smoothly and clearly. Besides that. The child's ability to make simple sentences in spoken language with a complete structure. Children can quickly develop their speaking skills through learning using picture media accompanied by storytelling and question and answer methods through activities to answer questions, retell stories, and tell stories about personal experiences. Learning Indonesian using roulette game media can improve learning outcomes following mastery. This can be seen from the tests the researchers conducted in each cycle, which continued to increase. There is a positive effect of speaking skills using a roulette game model on learning outcomes. Based on the test results, students experienced an increase in each cycle. The first cycle of students has shown good learning outcomes in learning. Furthermore, there was an improvement in the second cycle, and in the last cycle, students' learning mastery was excellent. The results of the observations showed that the roulette game learning media was effective in improving learning outcomes.

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