APPLICATION OF LANGUAGE GAME LEARNING MODEL TO IMPROVE ENGLISH COMMUNICATION SKILLS OF CLASS IX C STUDENTS AT UPT SMPN 25 GRESIK ACADEMIC YEAR 2021/2022

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Abstract

Academic anxiety about the low communication skills of high school students prompted researchers to develop a learning model emphasizing oral communication practices as the main target in classroom teaching-learning. The learning model developed emphasizes the objectives of learning English in secondary schools (SMP/MTs), which are oral communication skills and adaptation to the level of student development. The author is interested in conducting research with the title: "Application of Language Game Learning Models to Improve English Communication Skills of Class IX C at UPT SMPN 25 Gresik Academic Year 2021/2022". Language games are important to create active, innovative, creative, effective, and fun learning by emphasizing the main orientation of English learning in Junior High School (SMP/MTs), particularly oral communication skills. The author is interested in conducting research with the title: "Application of Language Game Learning Models to Improve English Communication Skills of Class IX C at UPT SMPN 25 Gresik Academic Year 2021/2022". The Application of the Language Game Learning Model (Contextual Teaching and Learning) can improve the social studies achievement of Class IX C students of UPT SMPN 25 Gresik academic year 2021/2022. The average score acquisition of student learning is: 1) from the pre test results it is concluded that the average acquisition of student learning outcomes before action is 58 with a percentage of KKM completeness which is 27 %, 2) student learning outcomes in the second cycle, the average student acquisition increased to 78.3 with a percentage of completeness KKM 100

INTRODUCTION

The demand for improving the quality of graduates at every level of education in Indonesia is an orientation as well as a strategic choice in an effort to improve the quality of human resources. One of the important efforts in improving the quality of graduates is upgrading the quality of learning at every level of education, both in terms of planning and aspects of the process. Through planning and effective learning process, it can obtain maximum educational results (Astuti, Muhammad, Wiyanti, Rodhi;, & Sari, 2019; Effend, 2017; Yuanita, 2018).

In the implementation of the National Education System in Indonesia, English has been chosen as the most dominant foreign language used from basic education to higher education. Even English is the first foreign language in Indonesia that has an essential role because it supports the development of Science and technology as well as the quality of human resources. After all, English is also necessary when one wants a prospective job or a strategic position. Upon the causes, the Ministry of National Education affirms that English is a compulsory subject in schools from the level of primary education, junior secondary education to upper secondary education. Ideally, students who have

graduated from High School are expected to be able to master English skills well.

English is an international language that is a means of communication between nations and countries that are always used in communication at any time about important world issues (Effend, 2017; Hery Rahmat; Miftahul Jannatin, 2018; Yuniarti, 2021). Even Harmer (2002: 2) predicts that English becomes the most dominant language among world languages and as a very vital communication tool for entrepreneurs, academics, tourists, and citizens of the world who want to communicate easily. The results of technology and information both in the form of Printed Matter (printed) and audio - visual at this time most have been presented in English. To face the rapid development of technology and information as well as globalization, the younger generation needs to be equipped with English skills actively. This is related to the demands of the times, where today many areas of life that demand human skills in interacting with English. It is not an exaggeration to conclude that English is the only international language in this era of globalization because it helps humanity between nations around the world can communicate more easily.

In fact, language is the most important communication tool in human life which is a tool to convey information, thoughts and feelings. A tool will have benefits when used, and will be meaningless when not used. Communication is divided into two important parts: oral (oral) and written (written). The earliest means of communication in contact is oral, so factually, babies born (early speakers) will be taught how they speak orally by imitating and practicing patterns (mim-mem theory) (Aprianti, 2018; Boliti et al., 2009). Speaking is the most effective form of communication and the most important and most widely used.

The ability to communicate in a foreign language is one of the competencies or life skills that must be mastered in the face of this era of globalization. The national education law affirms the need for educational programs that serve to improve the quality and status of the life of the Indonesian nation. One indicator is the ability of the nation in interacting with other nations. Of course, in this case requires proficiency in communicating in a foreign language, especially English.

Realizing how important the function of English in human life, then a variety of efforts that support the learning process has been done, among others; improvement of the curriculum, equipping educational infrastructure and improving the quality of teachers. However, these improvements still perceive that students are still seen as elements that must be served yet view them as the main element of education that has potential.

The learning process in Junior High School uses curriculum 13, which is the preparation process of Content Standards and Passing Standards. Considering that K13, which provides character reinforcement, is a curriculum prepared by the school itself, the characteristics and needs of students make the main consideration. Then the school must develop its own syllabus that can accommodate the needs of its students. The curriculum that has been arranged will be an operational curriculum. The advantages of this new curriculum provide an opportunity for teachers to develop syllabus and learning program plans and develop learning models that suit the characteristics and needs of students in the classroom.

Learning English through Genre approach (*Genre Based Approach*) should still prioritize students' communication skills and literacy levels that must be achieved, namely functional level literacy (Hamid in Emilia, 2012: iv). This means that the ability to communicate orally and in writing is used to solve everyday problems. Yet in fact, to

date, the teachers remain to emphasize on the type of text (genre) only.

Communication that should be learned by beginners is oral communication that needs to be applied to early speakers who learn the language, including Junior High School students who are categorized as early speakers. But in fact, the majority of Junior High School teachers teach the language more dominated by textbook-based learning. There are many reasons why they prefer the stages of learning based on textbooks rather than looking at the syllabus. They believe that textbooks are "sacred books" that will usher in the purpose of learning. The creativity of teachers to develop learning models is still very lacking because most of them only provide teaching materials exemplified by the Competency Standards (SK) and Basic Competencies (KD) made by the Central Government, so as to make students unhappy and feel learning English is difficult. This is due to the assumption that English as a science (written in textbooks) is not as a means of communication as its actual function.

Listening learning is part of English learning in Junior High School. Listening learning can be combined with speaking in learning, because listening is the basis of language knowledge that is functional and more meaningful for humans to reveal the symbols of words which is a process of saying and listening to the sounds of language, identifying, assessing, and reacting to the meaning contained in it.

The main purpose of listening is to communicate, namely to reveal, understand or live the message, idea, idea expressed in the listening material. For this reason, in order to realize communication events that are close to the ideal, the learning curriculum, especially Language Learning, contains speaking and listening skills in addition to other skills, namely reading and writing skills. In communication between teachers and students or between students in the learning process, speaking and listening skills are important elements. Through speaking, teachers or students convey information through the sounds and sounds of language, while in listening, students will obtain information through speech or voice received from teachers or colleagues.

So far, the learning of speaking and listening skills has not received the maximum results as expected. Students do not have full communicative skills. They are still afraid, embarrassed, and hesitant when they have to speak in front of the class, especially in public to convey their ideas.

Learning to speak and listen is an important skill, because; (1) in relation to language acquisition, the ability to speak and listen can be the basis for other language skills, inability to listen can result in deterioration in speaking skills, deterioration in speaking skills means deterioration in oral language and children who experience deterioration in oral language can result in difficulty in acquiring written language skills, (2) in terms of the function of language use in practical life, speaking and listening skills are very functional (Tarigan, 1986: 24).

The importance of learning these two skills has not been supported by proper assessment mechanisms. The paradigm of the teachers on the assessment still needs to be clarified. Most of them are still result-oriented and place very little emphasis on process assessment. Implementation of the evaluation of learning outcomes using assessment and measurement of "paper and pen". Teachers rarely use performance as a form of process assessment.

One of the difficulties of teachers in developing the evaluation is the lack of development of evaluation models that are devoted to test through performance earlier, so that teachers take the test paper and pen as a single test model. With the development of various evaluation models, it is expected that English teachers in Indonesia can vary in

evaluating student learning outcomes. This is conducted to pursue the target evaluation as a consequence of performance as the best evaluation in spoken language.

Based on preliminary research results, various problems cause the majority of SMP / MTs students to be unable to speak English well, especially in Class IX, which became the research subject. Researchers identified several factors that cause failure from the aspect of input or students: the fear of making mistakes, low motivation, low communication skills, and less mastery of vocabulary. As for the environmental aspect, there are indications that the language environment does not support the formation of communicative competence, while from the instrumental aspect the teacher teaches with monotonous methods or techniques.

Academic anxiety about the low communication skills of high school students prompted researchers to develop a learning model emphasizing oral communication practices as the main target in classroom teaching-learning. The learning model developed emphasizes the objectives of learning English in secondary schools (SMP/MTs), which are oral communication skills and adaptation to the level of student development. The author is interested in conducting research under "Application of Language Game Learning Models to Improve English Communication Skills of Class IX C at UPT SMPN 25 Gresik Academic Year 2021/2022". Language games are important to create active, innovative, creative, effective, and fun learning by emphasizing the main orientation of English learning in Junior High School (SMP/MTs), particularly oral communication skills.

RESEARCH METHODOLOGY

The subjects of this study were teachers and all students of Class IX C UPT SMPN 25 Gresik, totaling 32 students. This study was conducted in UPT SMPN 25 Gresik. This location was chosen as a place of research based on the results of preliminary studies. The reasons for choosing a place are 1) the location is an official place or a researcher's workplace, 2) from the number of 32 Grade IX C students, the value of English lessons in semester 2 of the 2021/2022 academic year, the average score is below KKM, which is 70.

Based on these initial reflections, this class action research is carried out with procedure 1). Planning (2). Action, observation, and reflection.

RESEARCH RESULTS AND DISCUSSION
Research Results
Description of the Implementation Data of the First Cycle of Action

The implementation of cycle I was held on Tuesday, February 15, 2022 (Meeting 1) and Thursday, February 17, 2022 (Meeting 2) at UPT SMPN 25 Gresik . The subjects of this study, as many as 32 students with the planned time allocation, are 4 JP/ II meetings starting from 11.30 – 12.50 (Meeting 1) and 07.20 – 08.40 (Meeting 2).

In the first cycle, teachers made lesson plans with competency standards: simple transactional and interpersonal conversations to interact with the surrounding environment. In this article, we will look at the meaning of the transactional conversation (*to complete the assignment*) and interpersonal (socializing) simple accurately, fluently, and gratefully to interact with the surrounding environment that involves a speech act: asking.

Cycle I at this stage of the observation cycle I, peer observation of teachers and students. In conducting observations, the ability of teachers and student activities during the learning process are observed through provided observation sheets, which include:
1)   The ability of teachers in the classroom the ability of teachers in the classroom in the first cycle is divided into 7 indicators, shown in the following table:

Table 4.1
Observation Table of Teacher Ability in Cycle I

No	Indicators	Score	Score Category
1	Guiding students to build knowledge / concepts	2	Average
2	Guiding students to discovery	2	Average
3	Creating a learning community	3	Good
4	Asking	3	Good
5	Modelling	1	Below Average
6	Doing reflection	2	Average
7	Conducting evaluation and assessment	3	Good
	Average Score	2.3	
	Percentage	57 %	
	Category	Average	

From the table, it can be concluded that: (a) in constructivist activities/guiding students to build knowledge /concepts, the teacher obtained a score of 2 with the average category; (b) in inquiry/guiding students to make discoveries, the teacher obtained a score of 2 with the average category; (c) the indicator of creating a learning community obtained a score of 3 with a good category; (d) the teacher did a question and answer to explore the knowledge of students to obtain a score of 3 with a good category; (e) the modeling level obtained a score of 1 with below average category; (f) reflection/feedback obtained a score of 2 with the average category; (g) the teacher evaluates and assesses to obtain a score of 3 with a good category.

Student activity through language game learning model in the first cycle is divided into 8 indicators, namely: (1) the level of students' understanding of the learning concepts taught; (2) the ability of students to construct concepts; (3) the ability of students to analyze and evaluate the problem to find a solution; (4) students' active participation in answering questions; (5) students' activeness in asking questions and expressing ideas; (6) student cooperation in answering and working on student worksheets; (7) the ability of students in presenting the results of the discussion; (8) the ability of students in concluding the material that has been taught. Obtained observation data as follows:

Table 4.2 Student Activities in Cycle I

No	Indicators	Score	Percentage
1	The level of students' understanding of the learning concepts taught.	20	50
2	Students' ability to construct concepts.	12	30
3	The ability of students to analyze and	20	50

	evaluate questions to find solutions.		
4	Student activity in answering questions.	19	48
5	Students are active in asking questions and expressing ideas.	19	48
6	Students' cooperation in answering and working on student worksheets.	20	50
7	Students' ability to present the results of the discussion.	11	28
8	The ability of students to conclude the material that has been taught.	20	50
	Average Score	44 %	
	Category	Average	

From the table above it can be concluded that: the first indicator is the level of students' understanding of the learning concepts taught to obtain a total score of 20, with a percentage of 50% classified as an average category because students' understanding of the material taught is good enough. In the second indicator, students ' ability to construct concepts obtained a total score of 12, with a percentage of 30% classified as the average category. In the third indicator, the ability of students to analyze and evaluate the problem to find a solution to obtain a total score of 20 with a percentage of 50% category is good enough because when given a question by the teacher, students can analyze and evaluate the problem to find an answer. Then the fourth indicator of student activeness in answering questions also obtained a total score of 19 with a percentage of 48% category is quite good; it is because students are passive in learning. In the fifth indicator, the students' activeness in asking questions and expressing ideas obtained a total score of 19 with a percentage of 48% category, which is below average category, because students are less active in the class to express their ideas. In the sixth indicator, the cooperation of students in answering and doing worksheets, students obtained a total score of 20 with a percentage of 50%, or the average category. It is because students do worksheets well. The seventh indicator is the ability of students in presenting the results of the discussion. It obtained a total score of 11 with a percentage of 28%, or below average category. It is because students are still perfunctory in presenting the results of group work.

Furthermore, the eighth indicator is the ability of students to conclude the material that has been taught. It obtained a total score of 20 with a percentage of 50%, or the average category because students can make conclusions quite well; (1) the average result of student learning is 70.4; (2) from 32 students, 22 students have completed the learning, while ten students have not completed learning; (3) the lowest score obtained by 55 students, with the highest score of 80 (4) out of 32 students, only 66 % have achieved classical completeness of minimum passing score (KKM): 75

Implementation of Cycle II

The implementation of Cycle II was held on Tuesday, February 22, 2022 (Meeting 1) and Thursday, February 24, 2022 (Meeting 2) at UPT SMPN 25 Gresik with the planned time allocation of 4 lesson hours (JP)/II meetings starting from 11.30 – 12.50 (Meeting 1) and from 07.20 – 08.40 (Meeting 2). Teachers prepare lesson plans for English learning with competency standards: simple transactional and interpersonal conversations to interact with the surrounding environment. Basic competence: respond

to the meaning contained in transactional (to complete assignment) and interpersonal (socializing) conversations accurately, fluently, and gratefully to interact with the surrounding environment involving speech acts: asking, giving between socio-cultural diversity and Transactional/Interpersonal.

At this stage of observation Cycle II, colleagues observed the ability of teachers and student activities during the learning process through observation sheets that have been provided, which include:

1) the ability of teachers in the classroom is divided into seven indicators, shown in the following table:

Table 4.4
Observation Table of Teacher Ability in Cycle II

No	Indicators	Score	Score Category
1	Guiding students to build knowledge / concepts	3	Good
2	Guiding students to discovery	4	Very Good
3	Creating a learning community	4	Very Good
4	Asking	4	Very Good
5	Modelling	3	Good
6	Doing reflection	3	Good
7	Conducting evaluation and assessment	3	Good
	Average Score	24	
	Percentage	86 %	
	Category	Good	

Based on the table above, it can be concluded that: (a) in constructivist activities the teacher obtained a score of 3 with a good category; (b) at the inquiry stage, obtain a score of 4 with a very good category; (c) able to create a learning community obtained a score of 4 with a very good category; (d) conduct question and answer to explore the understanding of students obtained a score of 4 with a very good category; (e) the level of modeling obtained a score of 3 with a good category; (f) the reflection stage obtained a score of 3 with a good category; (g) the stage of conducting the assessment obtained a score of 3 with a good category.

Student activity through the language game learning model in the first cycle is divided into eight indicators, namely: (1) the level of students' understanding of the learning concepts taught; (2) the ability of students to construct concepts; (3) the ability of students to analyze and evaluate the problem to find a solution; (4) students' active participation in answering questions; (5) students' activeness in asking questions and expressing ideas; (6) student cooperation in answering and working on student worksheets; (7) the ability of students in presenting the results of the discussion; (8) the ability of students in concluding the material that has been taught. Obtained observation data as follows:

Table 4.2 Student Activities in Cycle II

No	Indicators	Score	Percentage
1	The level of students' understanding of the learning concepts taught.	30	75
2	Students' ability to construct	33	83

	concepts.		
3	The ability of students to analyze and evaluate questions to find solutions.	30	75
4	Student activity in answering questions.	38	95
5	Students are active in asking questions and expressing ideas.	38	95
6	Students' cooperation in answering and working on student worksheets.	30	75
7	Students' ability to present the results of the discussion.	30	75
8	The ability of students to conclude the material that has been taught.	38	95
	Average Score	84 %	
	Category	Very Good	

From the table, it can be concluded that: the first indicator is the level of students' understanding of the learning concepts taught to obtain a total score of 30, with a percentage of 75% classified as an average category because students' understanding of the material taught is good enough. In the second indicator, students ' ability to construct concepts obtained a total score of 33, with a percentage of 83% classified as the "very good" category. In the third indicator, the ability of students to analyze and evaluate the problem to find a solution to obtain a total score of 30 with a percentage of 75% of good categories, this is because students are good at analyzing and evaluating questions. Then on the fourth indicator of student activity in answering questions also obtained a total score of 38 with a percentage of 95% very good category; it was because students are active in answering questions. In the fifth indicator, the student's activeness in asking questions and expressing ideas obtained a total score of 38 with a percentage of 95% category, which is very good because students are active in the class to express their ideas. In the sixth indicator, the cooperation of students in answering and doing worksheets, students obtained a total score of 30 with a percentage of 75%, or the good category. It is because students do worksheets well. The seventh indicator is the ability of students in presenting the results of the discussion. It obtained a total score of 30 with a percentage of 75%, or good category. It is because students present the results of group work well. Furthermore, the eighth indicator is the ability of students to conclude the material that has been taught. It obtained a total score of 38 with a percentage of 95%, or very good category; because students can make conclusions very well.

Based on the learning outcomes in the second cycle, it was concluded that: (1) the average value of student learning increased in the second cycle to 78.3; (2) the whole 32 students experienced complete learning; (3) the lowest score obtained by students was 75 while the highest score obtained by students was 85; (4) 100% of students achieved classical mastery of minimum passing score (KKM): 75.

DISCUSSION

The level of students' understanding of the learning concepts taught in this study can be categorized as good, students' ability to construct concepts can be

categorized as good, students 'ability to analyze and evaluate questions to find solutions can be categorized as good, students' activeness in asking and answering questions in this study can be categorized as very good, students look active in asking questions/ideas, and answering questions posed by teachers through question and answer activities and group discussions. While the teaching and learning process takes place, the discipline of students is high in following each stage of learning. In discussion activities, students' activeness increases, and they begin to dare to express their ideas/opinions in groups and classes. Moreover, students' cooperation is also high during group activities. They work together in groups to find solutions to what is discussed. Students are skilled in conveying the results of the discussion to other groups and concluding the material that has been taught. This is supported by the opinion of Oemar Hamalik (2005:172) that effective teaching is teaching that provides opportunities for self-study or self-activity. Children (students) learn while working; by working, they gain knowledge, understanding, and other aspects of behavior and develop skills that are important for life in society. The third research finding is about student learning outcomes.

Student learning outcomes in this study can be categorized as good. Where in the implementation of pre-test, only 27% of students who completed the study. In the implementation of the second cycle, the average student learning outcome is 78.3, with a percentage of completeness of 100%, with the lowest value of 75 and the highest value of 85. From these results, this study is presumptively enough to be conducted through Cycle II.

Based on these results, it can be concluded that through the language Game Learning Model, the ability of teachers distinguished in seven indicators above has increased with good categories. Students' activities and learning outcomes have increased, and students have become active, especially in learning English. In addition, there was a significant increase in the learning outcomes of Class IX C UPT SMPN 25 Gresik . This is supported by the opinion of Oemar Hamalik (2005:27), who states that learning is not just remembering, but more broadly than that, namely experiencing, the results of learning are not a mastery of the results of training but a behavior change.

Learning achievement is the ability of students to perform their learning outcomes. Student learning outcomes in English learning in this study can be categorized as good/successful, where student learning outcomes have increased significantly in this study. The average acquisition of student learning is: 1) from the results of the pre test, the average acquisition of student learning outcomes before the action was 58 with the percentage of completeness of KKM was 27 %; 2) student learning outcomes in the second cycle, the average acquisition score increased to 78.3 with a percentage of completeness KKM 100 %

In this study, it can be concluded that the Application of the Language Game Learning Model *(Contextual Teaching and Learning)* can improve the English Learning Achievement of Class IX C Students through UPT SMPN 25 Gresik Academic Year 2021/2022. Besides that, it also improves the quality of English learning, which includes teacher skills, student activities, and learning achievements.

CONCLUSION

In this study can be concluded that Application of Language Game Learning Model *(Contextual Teaching and Learning)* can improve English Learning Achievement of Class IX C Students through UPT SMPN 25 Gresik Academic Year 2021/2022. The

average acquisition of student learning is: 1) from the results of the pre test concluded that the average acquisition of student learning outcomes before the action is 58 with the percentage of completeness of KKM is 27 %; 2) student learning outcomes in the second cycle, the average acquisition score increased to 78.3 with a percentage of completeness KKM 100 %

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