Improving Students' SpeakingSkillsl Using Throw Ball Games at Islamic Boarding School

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Abstract

According to a United Nations statement, the COVID-19 epidemic has affected approximately 1.6 billion students in more than 190 countries across all continents, causing the biggest disruption of educational systems in history. Nowadays, it's typical in online learning for students to remain silent and not respond to lecturers or teachers by turning off the cameras on their phones. As a result, the learning process that should have led to student-centred learning instead reverts to the traditional technique, teacher-centred learning. Their attitudes during online learning as described above, greatly influence their performances during offline learning. Most students have a serious lack of motivation when it comes to speaking, especially when speaking in English as a foreign language (EFL), which keeps them from doing so. The aim of the community service is to improve the students' speaking skills through communicative games. This research used a description qualitative method. The subject for this research is coming from 25 students from Tahfidzul Quran Boarding School who have been selected. The data was collected from observation and interviews with 10 students. The communicative game implemented was a Throw the Ball game. This activity will be conducted in four stages: the pre-activity, the general stage, which includes the activity's launch, the core stage, and the stage of evaluation. The pre-activity is the first stage. The data was obtained from interviews and observation. The findings showed good improvement in students' speaking skills. Most students enjoy the game while laughing, but some students are a little confused when suddenly asked questions causing their answers to go round and round, Students are forced to get out of the situation and they succeed. Moreover, students hold highly positive attitudes about the role of games in improving their speaking skills.
Keywords: Speaking; game; throwing the ball.

Abstrak

Perserikatan Bangsa-Bangsa menyatakan bahwa epidemi COVID-19 telah memengaruhi sekitar 1,6 miliar siswa di lebih dari 190 negara di seluruh benua, menyebabkan gangguan terbesar pada sistem pendidikan dalam sejarah. Saat ini, sudah menjadi hal yang umum dalam pembelajaran online bagi siswa untuk tetap diam dan tidak menanggapi dosen atau guru dengan mematikan kamera di ponsel mereka. Akibatnya, proses pembelajaran yang seharusnya mengarah pada pembelajaran yang berpusat pada siswa malah kembali ke teknik tradisional, pembelajaran yang berpusat pada guru. Karena sikap mereka selama pembelajaran online seperti yang dijelaskan di atas, hal ini sangat mempengaruhi kinerja mereka selama pembelajaran offline. Sebagian besar siswa memiliki motivasi yang sangat rendah dalam hal berbicara, terutama ketika berbicara dalam

bahasa Inggris sebagai bahasa asing (EFL), yang membuat mereka tidak dapat melakukannya. Tujuan dari pengabdian masyarakat ini adalah untuk meningkatkan kemampuan berbicara siswa melalui permainan komunikatif. Penelitian ini menggunakan metode kualitatif deskripsi. Subjek penelitian ini berasal dari 25 siswa dari Pondok Pesantren Tahfidzul Quran yang telah dipilih. Data dikumpulkan melalui observasi dan wawancara dengan 10 orang santri. Permainan komunikatif yang diterapkan adalah permainan Lempar Bola. Kegiatan ini akan dilaksanakan dalam empat tahap yaitu pra-kegiatan, tahap umum yang meliputi pembukaan kegiatan, tahap inti, dan tahap evaluasi. Pra-kegiatan adalah tahap pertama. Data diperoleh dari wawancara dan observasi. Temuan menunjukkan peningkatan yang baik pada kemampuan berbicara siswa. Sebagian besar siswa menikmati permainan sambil tertawa, beberapa siswa sedikit bingung ketika tiba-tiba diberi pertanyaan dan menyebabkan jawaban mereka berputar-putar, siswa dipaksa untuk keluar dari situasi tersebut dan mereka berhasil. Selain itu, para siswa memiliki sikap yang sangat positif tentang peran permainan dalam meningkatkan kemampuan berbicara mereka.
Kata Kunci: Berbicara; Pemainan; Melempar Bola

INTRODUCTION

All prohibited activities have been in place for the past three years because of the COVID-19 epidemic. According to a United Nations statement, the COVID-19 epidemic has affected approximately 1.6 billion students in more than 190 countries across all continents, causing the biggest disruption of educational systems in history. All face-to-face interactions for distance learning and employment must be handled from home utilizing online meeting tools like Zoom and Google Meet. Students can learn without needing to be present in class or constrained by time or location, but these advantages eventually have a negative effect on Indonesian students, particularly the lack of interaction and the fact that many students have few opportunities to practice their speaking abilities. Nowadays, it's typical in online learning for students to remain silent and not respond to lecturers or teachers by turning off the cameras on their phones. As a result, the learning process that should have led to student-centred learning instead reverts to the traditional technique, teacher-centred learning. Their attitudes during online learning as described above, greatly influence their performances during offline learning. Most students have a serious lack of motivation when it comes to speaking, especially when speaking in English as a foreign language (EFL), which keeps them from doing so. The repetitive nature of speaking instruction and the lack of access to authentic English materials may contribute to students' lack of motivation (Wang, 2014). According to Karatas (2016), foreign language learners frequently experience anxiety about their proficiency in a foreign language when speaking. Horwitz et al. (1986) stated that talkative people might remain silent in a foreign language class because of their speaking fear. Presently, oral presentations in front of the class or in groups are expected from students. These demands may have a negative psychological effect on the students, making them anxious when speaking in the target language. According to learners, speaking in the target language causes the most anxiety (Young, 1990). As speaking ability is the most crucial component of learning a second or foreign language, this condition directly affects students' speaking skills and will get worse if the teacher cannot encourage the pupils to convey their ideas. It is thus because a lack of interest is equivalent to a lack of motivation. According to a proverb,

"interest is the best teacher." The difficulties of learning English as a Foreign Language (EFL) are more likely to be overcome by students who are engaged in the language. Students who are uninterested in English may not learn it well or may think it is very challenging to learn. According to Richards (2008: 19), a lot of second or foreign-language learners place a high value on developing English-speaking abilities. Personal fulfilment, scholastic accomplishment, and professional career success all depend on one's capacity to communicate effectively (Morreale & Pearson, 2008). When compared to other skills, speaking is the most crucial because it is a skill that can be evaluated using an oral production exam. Therefore, instructors need to be aware of the most effective strategies for encouraging and stimulating their students to speak English, such as by giving them fun and engaging learning opportunities while they are engaged in online learning.

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS AND TARGET SOLUTIONS

General description
This activity was conducted at Tahfidzul Quran Boarding School in Mojokerto, Indonesia. Tahfidzul Quran Islamic Boarding School is an educational institution a boarding school under the almighty of the al mabarrot al Islam salafiyah syafi'iyah (yamisas) foundation. This boarding school was established in 1990. In 2018 Tahfidzul Qur'an boarding school was successful in obtaining a national best tahfidz method award that was held in Bandung by the directorate of Diniyah Education and Boarding Schools, the Ministry of Religion. Learning in this boarding school uses the face-to-face method, but during the pandemic, learning is done online. So that has a big impact on face-to-face learning at this time. The participants who took part in this activity were 20 selected participants. Due to the boarding school system, male and female students are separated so that the selected participants are 20 female participants from the high school level.

Problem
Students at the intended school tend to be passive during English lessons, especially speaking in English as a foreign language (EFL), most students have a significant lack of motivation and anxiety that prevents them from speaking.

Target solution
Playing games could be one of the enjoyable and creative learning methods that educators can use to apply their teaching and learning activities to make the learning process more interactive. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game. Klimova (2015) stated that a game was perceived as a meaningful fun activity governed by rules. In accordance with Bakhsh (2016), According to Klimakova (2015), exchanging games are games where students barter cards, other objects, or ideas. Dewi, Kultsum, and Armadi (2016) stated that Communicative Games can be a good technique to help students overcome their obstacles in learning English. They can, in fact, increase their speaking abilities. In this study, the communicative game implemented was *Throw the Ball Game*.

METHOD

This activity is a research implementation of a communicative game namely Throwing Ball games, where the students should answer the instructor's question directly when they have the ball, therefore this method is recommended to use in speaking class. The instruments used in this research is observation rubrics and interview with half of all students. The participants are 20 female students from the high school level who are ready to take a speaking class, but only 10 students who invited to the interview section This activity was conducted at Tahfidzul Quran Boarding School which is located at Jl. KH Yunus, Klinterejo, Sooko, Mojokerto. The activity was conducted from May until June 2023. The following is an explanation of the methods or steps for implementing community service activities based on partner problems, which are shown in the image below:

1. Pre-Activity Stage: This stage is carried out before the English language teaching program is implemented. These activities include: Brainstorm with the owner of the Islamic boarding school to convey one of the contributions that can be made by scheduling English teaching, especially in speaking skills the second stage is the dissemination of activities to visitors to gain support and the last stage is Formation of the teaching team. The proposer will also coordinate with the teaching team to determine the schedule for the implementation of English teaching

2. General Stadium consists of two away which are the Inauguration of English language teaching and a general explanation regarding the technical implementation of teaching English. Teaching and learning activities are carried out 3 times for 2 months by Attendance participation, Lesson absorption, Activeness in Speaking English, Students' response through learning English using Throwing Ball Games

RESULT AND DISCUSSION

Result

Speaking Level Distribution

Table 1: Speaking skill level

Speaking skill	n	%
Low	5	25%
Average	10	50%
High	5	25%

From those results it was found that it was possible to carry out this activity in the place where it was continued, this activity was carried out for 3 meetings. There were no significant changes at the first and second meetings, so it cannot be said that the results of the solution provided have been successful. After the 3rd lesson, there were significant results, with 15 students being able to answer questions from the instructor directly without thinking a lot. The other 5 took a little longer to answer. During the posttest, it was found that 17 participants were able to use simple everyday sentences with correct order and speech fluently. 1 student still sometimes forgets some basic vocabulary used daily. While the other 2 were still lacking in organizing the use of daily vocabulary and pronunciation

Table 2: Speaking skill level pre and post

Speaking skill	Pre		Post	
	n	%	n	%
Low	15	75%	17	94%
Average	0	0%	1	1%
High	5	25%	2	5%

Interview Results

The following are student responses during the game:

a. A lot of students laugh and have a great time playing.
b. When unexpectedly given questions, some students become a little confused, which results in babbling answers.
c. Students feel compelled to leave the situation, and they do so successfully.

The following is a summary of students' opinions in the table:

Table 1. Students Response

Response	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Percentage
Students enjoy the game	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
Students are happy with the game	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
Students are confused about choosing a sentence	No	No	No	Yes	Yes	No	No	No	Yes	No	30%
Students want a game like this next time	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
The time lag is too short	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	60%

All of the students appeared to like and enjoy the games they played, as seen in the table above. Some children got confused during the game since they weren't prepared when it was their turn to be thrown. In this instance, Abdel-Rahman et al. (2016), explain that when students are ashamed, they may be perplexed in English discourse. This demonstrates how perplexed and shocked the puzzled students are trying to formulate the appropriate sentence in response. Students answer more quickly because of the five-second delay. These elements cause the game to keep repeating itself. In order for the game to continue, students must be able to reply in the moment and come up with the appropriate counterargument. The previous table also demonstrates that the majority of students complained about the time delay. According to them, the 5-second delay is insufficient. Whether or not they are confused, the majority of students voice this opinion. Another factor that causes students trouble or misunderstanding is the energetic yet manageable classroom environment. The students were able to answer effectively despite some tension.

Discussion

From those observations at the first meeting students still looked afraid and panicked so only 5 students always managed to answer questions from the instructor 15 others were just confused and some of them were told by friends when given instructor questions. During the second meeting, there were 10 students who could answer the instructor's questions quickly and accurately, the other 10 students looked panicked because they had not had time to study due to a very busy schedule so their performance was still lacking and some of them still relied on their friends to tell them what they had to answer. Over all 17 students on average agreed that this method was fun and made them curious about learning English. On the second meeting, they realized that this method challenged them and awakened their competitive spirit so that students were encouraged to always practice English. The aforementioned outcome also indicates that the majority of students are enjoying themselves throughout this game session. The teacher begins by describing the rules of the game for around ten minutes. The teacher acts as an example for the students as well. They are both terrified and pleased since this lesson uses games to teach. The first student who gets a turn can respond quickly and easily. They are able to answer despite the fact that the time restriction has almost run out, so they keep trying. During the game, several youngsters seemed to run out of ideas and took a while to think. The other kids start to count out loud as the timer gets closer. One student would get a punishment, which is decided upon by the other student when he is unable to respond or runs out of time. The penalty is completed, and the game then begins anew. Due to the length and complexity of the event, most students find it challenging to respond when the game peaks. The kids become accustomed to it after a few rounds and are able to reply promptly and accurately. Students who initially struggle with it typically start to adjust and can respond without having to wait for the clock to run out. The instructor is forced to quit playing the game once they become accustomed to it and can respond swiftly. In order to find out the student's opinions of the game, the professor asked them some of the questions in the table above before concluding the game. Finally, this game can aid in their development as critical, assured, and anxiety-free individuals.

.CONCLUSIONS AND SUGGESTIONS

It has been demonstrated that students are willing to try speaking when the Communicative Game - Throw the Balls approach is used. This game emphasizes fluency practice rather than grammar, however, some games may lead pupils to focus on a particular language issue. Without realizing it, the students appeared to enjoy the game and gain more self-assurance when speaking in English. The percentage of participants is used to support this claim.

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