DEVELOPING MEDIA BY USING JENGA FOR TEACHING SPEAKING TO 10TH GRADE AT SMA GAJAH MADA MEDAN

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ABSTRACT

This study aims to develop media of teaching speaking to 10th Grade at SMA Gajah Mada developed by using Jenga**.** The research was conducted by using developmental research, the research will be used to develop new products and procedures. This study was conducted through six phases of Research and Development (R&D) design; data collection and data collection, data analysis, material design, expert validation, revision, and final product. The data were gathered by conducting an interview to English teacher and distributing questionnaire to 22 respondents to get the students' needs. The results of the interview and questionnaire indicate that students need English-speaking media that can inspire and enable students to speak English actively. The board game and other Jenga equipment such as blocks, dice, and cards were the result of the product. Experts have validated the products. It can be inferred that the media was valid with the maximum score was 140 for the excellent result. The results showed 92.1% or 129 from the first validator and 90% or 126 from the second validator, and it was classified as important, appropriate and possible to use as learning media for students.

Keywords: Jenga for Teaching Speaking, Speaking Media, Research and Development (R&D)

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*Graduate Status

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1. Introduction

In junior and senior high schools speaking is one of the four English skills the students have to learn. Brown (1994:1) states that speaking is an interactive process of constructing meaning that involves producing, accepting, and processing information. Teaching English to students as foreign learners is challenging, and complicated for most of all students to engage with the English language. The use of media to enhance teaching and learning complements traditional approaches to learning. The teacher must be careful in choosing activities teaching speaking. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Based on an observation conducted in SMA Gajah Mada, the writer found that many of them difficult to produce the English language. The students do not always have a chance to share their ideas and communicate using the English language in class. Students feel that English is hard to understand, other problems occur because students have limited resources for learning vocabulary and pronunciation. The teacher rarely uses other media and she was the only source and the teacher used only pictures as media to support the teaching of speaking.

Because of all the problems, the writer proposes to use Jenga as a media in teaching speaking to find out whether the media can solve the problem or not. The writer chooses Jenga as the media to solve the problem because Jenga is one of the most popular board game among teenagers, the writer often notices that many students, especially teenagers,

play Jenga in their free time. Jenga as the media should be developed by the material that would be achieved, it is interpersonal skill and limited into Introduce self, Compliment, and Greeting at tenth grade students of Senior High School.

2. **Interpersonal Skills**

In accordance with Houghton Mifflin (2000), interpersonal relationship is communication among people sending and accepting ideas to one another.

Interpersonal conversation is the conversation which is learned by the students at junior and senior high school, specifically in listening and speaking skill. Based on the competence standard of those skills in Depdiknas (2006), it is stated that the students are supposed to understand and to express the meaning in the form of interpersonal text in the context of daily life to interact with the nearest environment.

As stated in the Depdiknas (2006), the conversations that contained in interpersonal text are related to students' daily life. By mastering those expressions, the students are supposed to be able to interact with their nearest environment.

Regarding the limitation of this study, there are some interpersonal skills in 10th grade of senior high school as follows: 3.1. Introduce self, 3.2. Compliment 3.5 Greetings. The materials covered were self introducing, complimenting, and greeting material that used in daily activities.

3. **Media**

Kamaludin (2009) states that media is facilities, resources, or tools used by people to produce messages or information. It can be any component that students used to convey messages to build their motivation to learn.

It can be concluded that, in the learning-teaching process, media is used to make a connection or communication between the teacher and the students. It is not only helping the teacher to deliver messages better, but also make the students can receive the messages. In other words, media is something that is delivering the message and can stimulate thoughts, feelings, and willingness audience (students) to encourage the learning process in itself. Creative use of media will allow students to learn better and can improve the performance of them by the objectives to be achieved.

4. **Jenga**

Jenga is an educational game tool created by Leslie Scott. Leslie Scott (2009:19) explains that in her books about Jenga, she discusses each of these steps in some detail.

From the explanation can be concluded that from the word "kjenga" which in Swahili means 'to build'. Jenga is a game that required mental expertise and physical. This game consists of 54 blocks arranged into 18 levels. Each level consists of 3 blocks that are finished in one way. In the original game, Jenga doesn't use any additional media. Step of the

game is done by taking a block on one of the settings and put it back on the top beam arrangement without making the beam arrangement collapse.

Inspired by the Jenga game, Jenga was added with educational elements. Researcher added question cards and knowledge cards that contain material to be discussed in learning as the educational element.

5. **Methodology**

The research was conducted by using developmental research adapted from Gall, Gall, Borg (2003:569) which the findings of the research were used to develop new products and procedures. Then, systematically field-tested, evaluated, and refined until they met specified criteria of effectiveness, quality, or similar standards.

The subject of this study is the grade X MIA with 22 students of SMA Gajah Mada Medan. The data were collected through two instruments, using questionnaires and interview. The data collected by using qualitative and quantitative approach.

In this study, the data data collected from the questionnaires get from the students and interviews give to the teacher and some students.

6. **Findings**

The preliminary data was carried out by two methods, unstructured observation and interviews. Observations were made with how to store information, media facts and the learning process teaching in class. Meanwhile, an unstructured interview was conducted with the English subject teacher of X MIA 1 SMA Gajah Mada Medan using face-to-face interview model. In this case, researcher asking a number of unstructured

questions about the process learning, student motivation in learning, the media used, problem in learning process, and the character of students who will be the subject of research.

As the result of the observation, the teacher in the tenth grade of SMA Gajah Mada Medan used only book got from the government and a piece of paper showed about the material then use them as the media to support the process of speaking competence. Based on the interview from the teacher, the researcher got the information that the teacher used the book and the video in powerpoint slide to attract the students to learn speaking.

The teacher said that actually she needs more interesting media to attract the student attention to improve student's speaking skill. Even the video that has been used by the teacher can attract the student's attention, but it was not enough. Based on the answers that the researcher got from interviewing some students, they were agreed that the media that used by the teacher was not effective enough to practice the interpersonal skill. All of this data were gathered to find out the problem of the research or as the preliminary data of the research.

Need Analysis

a. Questionnaire

The data shows that 20 students (91.7%) preferred using Jenga as the learning media and Jenga will ease them to practice speaking in English.

b. Interview

From the interview administered, the researcher can identify that the teacher also needed a learning media that can make the teaching-learning process less boring and easier to understand. Moreover, the learning media should be related to their daily life and make the whole class enjoyable in using it.

Media Design

a. Designing the Equipment of Jenga

The equipment needed like the blocks tower were taken from the authentic Jenga. The researcher used Adobe Illustrator to make the cards of Jenga game.

Researcher starts to create the preliminary design for Jenga that will be developed. Jenga has some differences with Jenga game in general. Jenga requires cards as tools to deliver the learning material and also some questions which are accordance with the learning material that is delivered. The cards are Material Cards, Bonus Cards, Question Cards, Challenge Cards (blue), Challenge Cards (black), and Opportunity Cards that the color is same as the color of jenga's blocks. In addition, there are Answer of Bonus Cards, Answer of Question Cards, and Point Cards to complete the function of the cards beforehand.

Validating

The media that already had been developed were validated by experts and the questionnaire sheet was used by the experts to measure whether the learning media was already appropriate or not.

From the table of validating, the experts validated the media related to the six aspects. It shows the average score given by the first expert is 92.1% and the average score given by the second expert is 90%. Overall the components were categorized as excellent by the experts. In general, based on the validation of some experts, these materials were appropriate to be used by the tenth grade students of SMA Gajah Mada.

Final Product

After revising the media, the final product had been completed. The media was already based on the students' needs and appropriate to be used in the teaching learning process which was able to enhance the students' enthusiasm and achievement.

7. **Discussion**

This study aimed to find out the students' need and develop new media for the tenth grade students of SMA Gajah Mada. The media developed by the researcher are appropriate and related to the students' interest since it is based on their needs analysis. Analyzing the students' needs based on their interest is one of the way to improve their learning motivation in order to increase their skills in studying English, especially speaking skill. The findings show that the learner need motivation to learn and one of them is using the interesting and attractive media.

Furthermore, this present study purposes the needs analysis to find out the needs of learners, both of target needs and learning needs in details. Then, by this media development, the needs of the learners can be fulfilled. Arsyad (2002:3) stated that media is really needed to support

some activities in the class. And also the learning media being used can arise students' motivation to learn using interesting and attractive media.

Although language proficiency factors are certainly important in determining the speaking skills, speaking media also plays important and significance role. The result of this study suggests the teachers use the interesting and attractive media based on the students' needs and interests. This study proves Sultana (2013) who succeeded to develop the materials which can enrich the students' knowledge. She had succeeded to fulfill the students' needs and ease the learners to learn English.

Therefore, it seems that it is the time for the teachers to make and provide the speaking media which is appropriate and attracts the students to speak English. As professional teachers, it is the duty to enrich the students' knowledge and always find ways to gain their enthusiasm and motivation in learning English.

8. Conclusion

Based on the results of development research and discussion, it can be concluded that this research and development has result students' existing speaking media are still not interesting and the media that being used by the teacher was not effective enough to stimulate and encourage the students to speak. Students find difficulty to speak which ultimately brings them to be passive learners. The solution for them is to create interesting new spoken media. These new media are focused on their needs and make them more involved in learning, as well as making it easier for them to think and talk through the Jenga. Students need to have

the interesting and attractive media which motivate them to learn, think and speak. The interest of students in new media is known from the online questionnaire in MIA Class X. The developed Jenga was validated by material expert and media expert. The maximum score was 140 for the excellent result. The results showed 92.1% or 129 from the first validator and 90% or 126 from the second validator. On the material and media validation, Jenga for Teaching Speaking received the results of the assessment are "Very Good". In other words, the media was valid and acceptable and feasible to use as students' media for learning.

9. **Suggestion**

Based on this research and the limitations described previously, Jenga for Teaching Speaking as a learning media still has many weaknesses. The English teachers can develop the learning model and they can apply this Jenga in their language classroom in order to create interesting and comfortable classroom conditions. Then, they can use the product practically as an interactive material in teaching speaking.

The students also can practice Jenga in the class or the outside of the class with or without teachers' guidance. This media can help them to learn English. In this way, the students can achieve their best achievement in speaking.

Therefore, there are some suggestions for further development of the game can be used as an alternative learning media by expanding the learning materials which are not only focus on Interpersonal skills material. A further research is necessary to be done, such as class action

research or any research about controlling class, to measure the usage effectiveness of Jenga for Teaching Speaking as a learning media, get comments and suggestions to make a better game.

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