

Improving Speaking Ability (Sprechfertigkeit) In Second Semester Students of German Language Education Using Pyramid Game Techniques

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ABSTRACT

This research is aimed to find out the improvement of the German language speaking ability using Pyramid game techniques in the second semester students of German language education program. This research uses the concept of classroom action research (CAR). This research was carried out in the semester II regular B class student of German language education program with 22 students. There are two instruments used in this research, namely learning outcome tests in the form of oral tests and questionnaires to find out students' learning interests. The results of the analysis obtained after the data retrieval process that the cycle I average value is 75 with percentage of completeness 63.64%, while in cycle II the average value is 80.11 with percentage of completeness 81.82%. This means that the speaking ability in second Semester students using Pyramid game techniques has increased.

Keywords: speaking, sprechfertigkeit, pyramid game techniques

Introduction

Until now the speaking ability of the third semester students of German Language Education Program are still low. This can be evidenced by the results of the DPNA (List of Participants and Final Values) in the second semester of 2014/2015. Based on the speaking ability test conducted by students, the average speaking ability of students is 6.8. This is certainly a serious problem because the minimum standard of passing for the ability to speak German language is 7.0. Based on the results of interviews with German language lecture in speaking ability, the information was obtained that students' learning motivation was quite low. In addition, there were also several factors that were problematic in the *Sprechfertigkeit* subject, including: (1) students felt afraid to express ideas when speaking in German, because they had not mastered the structure and German vocabulary, (2) students did not believe themselves to their abilities, so that when they talk they look nervous, embarrassed and afraid of doing wrong. Based on the observations of the learning process in the classroom, it was obtained an illustration that the learning method or technique used by the lecturer was inappropriate. This has an impact on the lack of student learning motivation which is ultimately believed to have an effect on student learning outcomes. The above learning techniques are thought to be the main cause of the low learning motivation and courage to speak German, which in turn affects the ability to speak. Therefore, other techniques are needed that are believed to be able to improve the speaking ability of German Language Education Program students. The technique referred here is Pyramid game techniques.

This research is aimed to improve speaking ability (Sprechfertigkeit) third semester students of German Language Education Program using Pyramid game techniques. This research is very urgent to do. If the average speaking ability of the third semester students of German Language Education Program is not improved, the average passing rate of students in the *Sprechfertigkeit* subject will be low, which in turn will have an impact on the length of the student research period and the low GPA (Grade Point Average) of graduates. The virtue of learning techniques used in this

research compared with other learning techniques is, this technique will be able to build a relaxing, challenging, serious, and fun learning atmosphere.

Rosdiana (2005) explains that speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. First, physical factors are tools to produce language sounds, such as heads, hands, and faces that are used in speaking. Second, psychological factors can affect the fluency of speech. Therefore emotional stability does not only affect sound quality but also affects the wrecking of the speaking material. Third, neurological factors are neural networks that connect the cerebellum with the mouth, ears, and other body organs that participate in speaking activities. Fourth, semantic factors related to meaning. Fifth, linguistic factors related to the structure of language. The resulting sound must be arranged according to certain rules to be meaningful. If the words compiled do not follow the rules of language will affect the understanding of meaning by the interlocutor.

Speaking ability is someone's ability to express an idea orally and someone must be able to communicate well so that people are easy to receive information. According to Lado (1961) the understanding of the ability to speak in a foreign language can be viewed from two things, including situations from outside language and language elements (the element of language). The ability to speak in terms of situations outside the language include the following. "(1) The ability to speak or act in imprecise word, or the ability to converse or to express a sequence of fluently ideal. (2) Speaking is as an ability to use in essence communication the signaling system of the pronunciation stress, intonation programmatic structure, and the vocabulary of the foreign language at normal rate of delivery formative speaker of language. This statement means first speaking ability is described as the ability to express themselves in situations that live with the right words or the ability to speak or to express ideas smoothly, then the second is the ability to use the pronunciation system, pressure, intonation, grammatical structure and foreign language vocabulary in normal communication situations with the normal speed of native speakers of that language.

Keraf (2004) states that the purpose of speaking can be divided into four types, namely (1) encouraging, meaning that the speaker tries to encourage, arouse passion and show respect and dedication, (2) convincing, meaning that the speaker will convince attitude, mental, intellectual, to the listeners, (3) acting, moving, meaning that the speaker wants physical action or reaction from the listener, after they have aroused their emotions and their desires, and (4) pleasant or entertaining, the speaker pleases the listener.

Arikunto (2016) states that judging is taking a decision on something with good and bad speech. In this research, to assess the speaking ability of students using assessment of speaking ability based on criteria according to Reinmann (1998), namely (1) *Ausdrucksfähigkeit*, to evaluate aspects such as how students express themselves by using expressions that have been identified, as well as the ability of students to master vocabulary, (2) *Aufgabenbewältigung*, to evaluate how students solve problems, active in speaking and understanding of students with what they state, (3) *Formale Richtigkeit*, assesses the correct and wrong grammar used by students or students mastery in applying the structure and grammar of German, (4) *Aussprache und Intonation*, to evaluate the pronunciation and intonation of students in speaking German

Pyramid game technique is one language game technique in which several students or student groups play guessing words. One student as steerer, while the other student as the guesser. To start Pyramid techniques, there are some steps needed to be

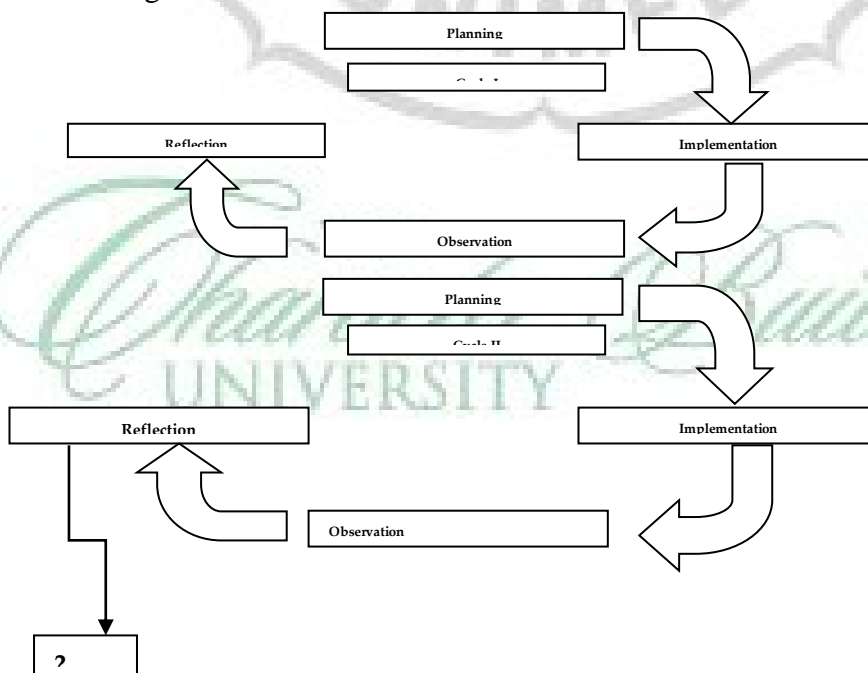
taken as follows: (1) each student forms a group consisting of three people each assigned: one person as director, and two people as guessers, (2) the lecturer gives a word that must be guessed to students who served as directors. Both in the form of nouns, adjectives or verbs, (3) the time limit for each word in this game is three minutes for each group, (4) a word that is guessed, then formed into a sentence by the guesser, (5) the director also forms a sentence from the word that was guessed.

The hypothesis proposed is learning the ability to speak using Pyramid game techniques can improve the speaking ability of the second semester students of the German language education program Medan State University.

Methods

This research includes classroom action research (CAR). According to Susanto, (2010). "CAR is a research whose problems are raised from the context of the class". This classroom action research aims to improve student learning outcomes. In this case it aims to improve the speaking ability of the second semester students of the German language education program of Medan State University. The location of this research was carried out in the class of the Regular B semester II of the German Language Education Program of the Arts and Language Faculty of Medan State University. This research was conducted for 2 months, starting from the preparation of the research to the implementation of the action starting March to April 2017. The research subjects in this CAR were all second semester students of the regular B class of German language education program totaling 22 students. While the object of research is to improve the speaking ability of students by using Pyramid game techniques. In accordance with this type of research, namely Classroom Action Research, this research has several stages which are a cycle. Each cycle is carried out according to the changes that will be achieved. In this cycle four stages are passed, namely: 1) planning, 2) implementation, 3) observation, 4) reflection. In this research will be carried out two cycles.

The design of this class action research is :



Picture 1. The cycle of CAR according to Arikunto (2013)

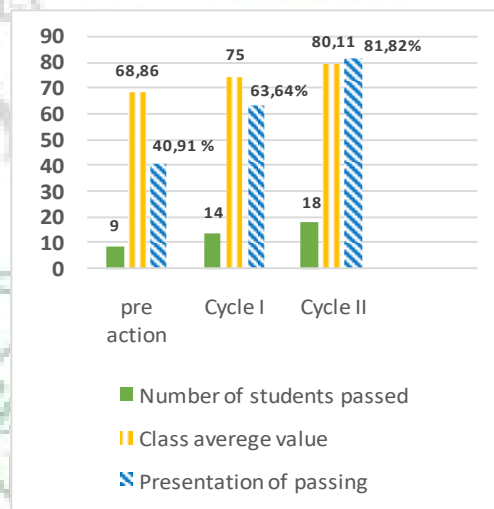
Results and Discussions

The first step in this research is that researchers make preliminary observations on March 21, 2017. This classroom action research is carried out in two cycles with emphasis on speaking ability using Pyramid game techniques. The first cycle was carried out on 23 March, 04, and 06 April 2017. Then it continued to the second cycle on 18, 20, April 25, 2017.

This research has been conducted in two cycles, namely cycle I for three meetings and cycle II for three meetings. Evaluation of learning outcome tests is carried out after the final cycle so that the total teaching and learning activities are eight meetings. Based on the results of the implementation of activities that have been carried out from cycle I and cycle II, data is obtained about students' speaking ability using Pyramid game techniques. The average value in cycle I is 75. The average value in cycle II is 80.11

The measurement of the success of the ability to speak through Pyramid game techniques in the first cycle was evaluated (assessment) conducted after the end of cycle I. Findings of evaluation of the results of the improvement of speaking ability through Pyramid game techniques on regular B second semester students from 22 students who scored 70 and above in the cycle I numbered 14 people (63.64%), while students who got 70 grades below were 8 people (36.36%). So, even though the Minimum Completeness Criteria (KKM) is 70 has been reached but the lecturers and researchers are still expecting a better improvement that will be implemented in the second cycle.

Based on the assessment results set in the second cycle of 22 students, who scored above the KKM limit of 70, there were 18 students (81.82%) while students who scored below the KKM 70 were 4 people (18.18%)



Picture 2. Improvement in speaking ability

Thus the speaking ability second semester student of the German language education program of Medan State University in the second cycle has increased. Of the 8 students who received grades below 70 in the first cycle, there were 4 students who got grades below in the second cycle. Therefore, it can be concluded that improvement speaking ability using Pyramid game techniques in second semester students of regular class B was declared successful.

Conclusions and suggestions

Based on the results of the analysis and discussion of classroom action research it can be concluded as follows: 1) At the beginning of the first cycle students are still having difficulty understanding the Pyramid game technique this is characterized by a lack of interest in students in following the learning process that takes place. At the end of the first cycle student interest began to be seen, this was marked by the enthusiasm of students to guess vocabulary in the material given by the lecturer. In the second cycle students began to show a positive attitude towards the methods and techniques given by the lecturer, 2) Based on the results of observations and the results of the analysis of test data in cycle I it was concluded that the results of speaking ability using Pyramid game techniques can increase with an average value of 75 of the pre-action only 68.86, 3) Based on the results of observations and the results of the analysis of test data in cycle II concluded that the results of speaking ability using Pyramid game techniques increased by an average value of 81.

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