JOURNAL OF ENGLISH EDUCATION STUDIES
http://jees.ejournal.id

JEES: Journal of English Education Studies

ISSN (Print): 2615-613X || ISSN (Online): 2615-6083

The Effect of Using Kim's Memory Game towards Students' Speaking Skill

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ARTICLE INFO

Keywords:
Kim's Memory Game
Sspeaking Skill

ABSTRACT

This study aims to determine the effect of using Kim's memory game towards students' speaking skill at tenth grade students of SMAN 1 Malingping–Lebak under this research question: is there any effect of using Kim's memory game towards students' speaking skill?. The method used in this research is an experimental research. the population was taken 319 and sample 34 for experimental class and 34 for control class. The researcher uses English oral test (pre-test and post-test) as instrument of the research before and after giving treatment to each class, control and experimental class. From the result of the research, the researcher found that the students in experimental class got better result than those in control class. This can be seen from the data showed that t test (t0) is 3.17, while t table (tt) is 2.00, in other words t test > t table. This means that there is significant effect of Kim's memory game in teaching speaking. So the hypothesis alternative (Ha) is accepted.

INTRODUCTION

Communication each other using spoken words to share our ideas, feelings, thought and intention are called speaking. It also stated about producing and comprehending speech. Speaking uses the sound formulation to represent items or events where we call it as word. Speaking skill is very important for students to make effective and understand of what they heard, there are some prerequisites of spoken language needed to get better in oral communication. Without speaking skill, the students cannot communicate in English, the students are able to master the language skills easily. The process of learning speaking gives effect for students to get the aim of the lesson.

According to Murno (2011: 2) speaking uses the sound formulation to represent items or events where we call it as word, for example: cat, dog, black. Next, Cornbleet Sandra and Ronal Carter (2001: 18) said that speaking is actual communication, communicative performance is social rules,

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the knowledge of when, how, and to whom it is appropriate to use (depend on social-cultural). According to Hornby (1995: 1140), speaking is making use of words in an ordinary voice: uttering words: knowing and being able to use a language; expressing oneself in words; making a speech.

Nowadays, in some conditions, most of the students often find some problems in learning speaking, the students are reluctant to speak up in speaking class because they feel shy, worry, and afraid of making mistakes in front of their classmates. In this case there are many things. It is also one of problems that happen at the tenth grade of SMAN 1 Malingping. Others problems are they take so much time thinking on what they are going to say, some of them did not say anything and just silent. It happens because they have limited vocabulary and do not have motivation to speak English.

In this case, students can learn speaking through playing game. One of the challenging and interesting activities can be found in Kim's Memory Game is where the students are asked to remember and write several objects or pictures from what they have seen. It is good way of learning to allow or give opportunity for students to remember something, it can improve student's memory skills which it is useful in learning anything. The students can continue to play the game and do it more, because it can empower their skill.

According to Wright (1993: 161) the term of Kim is derived from the Story Book of Kim was written by Rudyard Kipling. He is regarded as Hero where was trained to be an observant. For example, by being asked to remember exactly what was on away before it covered up. Next Wright (2006) said that it is a game that essentially to challenge student's memory. Having ability in good memory, it becomes a key factor in successful language learning. The activities in this game can contribute not only to remember of words but also more significantly to general technique for improving memory.

Crass (2009: 71) stated that the basic standard for playing Kim's Memory Game is some small objects are placed on table randomly. The objects should be in different variation of uses. Then students are allowed to identify them for about twenty seconds and then the items are covered or hidden. They are challenged to write and explain as many as objects that they can memorize in full description. Dominic Muray (1993: 133) in a science lesson, Kim's game is played in group where they have to list and reproduce from memory the names of set objects, a diagram, set of equations or others list arrangement. Then the teacher checks the list of object's group and group members must report on what they have seen.

Robert Burns (2010) said that Kim's game is a kind of memorizing activity which refers to images or visual observation or recalled like snap shot from the past. We get access to our memories through a production system involve with the various strategy, procedure or game. Recalling a memory is reconstructive process, tracing the lack of memory in the network system and putting the them in storage information. Given a visual stimulus to the brain seeks to connect it to remember patterns through signal experience. Teachers need to help the students to find out the significant patterns in the verbal or visual information to help them through thinking, talking or writing.

Crass (2009:96) stated that Kim's game known as training technique revolves around the memory and observation. It is immediately relevant to develop and sharpen both of the memory and observation. Since the process of storing, retrieving, recalling information is called memory. It is become the key process of memory training when you use your memory as certain broad principles in mind. It is a valuable spending time studying to enhance your own memory. We all have a memory and it is a skill which by practice can be improved. It is interesting because memorizing or recalling information is not passive process. This game can be actively implemented to improve memory and storage.

Kim's game is good strategy of learning to help the students to memorize what you have seen. It has aim to give students an opportunity what is good to remember. Kim's memory game can be applied by put or display several objects or pictures on the board or table. Give the students for twenty seconds to see and write the pictures, then hide or cover them from students. Then ask them

to write down as many as object or pictures they can remember. The last, show the objects and compare with their list.

The Kim's game is aimed to give an opportunity for students to develop their power of memory. The students can improve their remembrance through this game; it can be applied in all level learners. The Kim's game will be applied in speaking class, because it will be more challenging for the researcher.

According to Wright (1993: 141) Kim's Memory Game has some variation of activities to be conducted. It can be done in the classwork or pair work. In classwork, the pictures or objects are displayed on the board, ask the students to note how many pictures they can remember and challenge them to share with the class of what they have written. Wright (1993: 92) adds while in pair, work put the object or picture on the table, asks each member to memorize and write the object. Then compare a note with their neighbor's list. Wright writes (1993: 141) the followings are some variations in Kim's Memory Game:

1. In the first variation, the activity will focus on Numbers and Plural form. Make sure to include several pictures which are same or similar, for example pictures of three suitcases or two cameras.
2. According to Wright (1993: 142) stated that in the second variation, it will focus on Adjectives, you need to prepare some pictures or objects and should include in the same kind but different in color, size, shape, etc. for example; a red, a black, a green suitcase.
3. In the third variation, it will focus on Containers, for preparation you need to assemble an object and limit your choice to containers of various types. For instance: a bottle of milk, a tin of soup, a tube of toothpaste etc. Challenge the learner by answering questions that focus on containers.

   For instance:

   Teacher : "What can you remember?"

   Student : "There was a tin".

   Teacher : "What was in the tin?"

   Student I : "I'm not sure. Maybe it was tomato juice".

   Student II : "No, it was a tin of tomato soup".

4. In the fourth variation, it will on Present perfect, Simple past and Preposition. Some pictures are laid on the table in different position. For example; on top of, underneath, next to. Ask students to focus on the position of objects, after several minutes ask them to look away while you change one of the objects in different position. The following dialogue is the example:

   Teacher : "What have I done?"

   Student : "You have put the tape underneath the dictionary".

   Teacher : "And where is it?"

   Student : "It was next to the watch".

5. In the fifth variation, it will focus on Description and Comparison. These are the following procedures; Show to the class about 15 objects or pictures and ask them to write down what they memorize, describing objects in detail. It may be easier and challenging to show the objects or pictures one after the other. Then, ask them to check their partner's work while you hold up the pictures and discuss its character.
6. In the sixth variation, it will be focused on Action in the past. You need to prepare a short video recorder or DVD clip (suggested no more than three minutes) which contains a variety of actions. This activity may need sequence steps: Then, ask them to work in pairs and see which

pair can recall the most action accurately. The last, let each pair share their result with the class and view the video one more to check their answer.

7. In the seventh variation, Wright (1993: 92) said it will focus on Present perfect and comparisons. Replace of using pictures; ask a number of learners to draw some simple objects which have different color on the board or a paper sheet. Ask the learners to close their eyes while you or a learner changes some of the drawings, making them longer, smaller, taller etc. Challenge the class to tell you what you have done.

Based on the explanation above, the teacher can choose which variations are appropriate to the topic, it just depend on the purpose of material. In this case, because the Kim's game will be applied in teaching speaking, the activity group little bit modified where the students are challenge to mention some expression that used in transactional event. It is done after they memorize some pictures that suitable to the topic.

METHOD

According to Nazir (1983: 35), stated that method is procedural activity of getting a way that aimed to answer general questions or facts. He also explained that there are many methods that can be used of conducting a research, and one of them is experimental research.

While Sugiyono (2010: 107) stated that "An experimental research is one of a research method which used to find out the effect of one appropriate treatment to another treatment."

In this research, the writer chose a quasi experiment as a model of research design with non-equivalent control group design. This design, consist of two groups, there were experimental and control group. Both of experimental and control group get a pre-test to measure their basic skill and given a post-test to compare the result of their score before and after they got a treatment.

The post test of experimental group given after giving a treatment by using Kim's memory game in teaching speaking, it contrast with control group that treating without using Kim's memory game.

RESULT AND DISCUSSION

In processing the data, firstly, the researcher tried to collect the data of their speaking achievement through pre-test and post-test. The students divided into two groups: X IPA 4 as experimental group and X IPA 5 as control group. The result of pre-test and post-test from each group can be shown in following table.

Table 1. The result of pre-test and post-test for experimental group

No	The Result Score of Experimental Group			
	The Students' Code	Pre test (X_1)	Post test (X_2)	(X) Gained Score
1	SE.01	44	80	36
2	SE.02	48	84	36
3	SE.03	40	76	36
4	SE.04	36	68	32
5	SE.05	36	80	44
6	SE.06	36	72	36
7	SE.07	40	76	36
8	SE.08	40	80	40
9	SE.09	40	80	40
10	SE.10	52	88	36

No	The Result Score of Experimental Group			
	The Students' Code	Pre test (X_1)	Post test (X_2)	(X) Gained Score
11	SE.11	40	72	32
12	SE.12	36	76	40
13	SE.13	36	76	40
14	SE.14	48	84	36
15	SE.15	44	80	36
16	SE.16	40	76	36
17	SE.17	44	80	36
18	SE.18	40	80	40
19	SE.19	48	80	32
20	SE.20	52	88	36
21	SE.21	48	84	36
22	SE.22	40	80	40
23	SE.23	52	84	32
24	SE.24	44	76	32
25	SE.25	44	80	36
26	SE.26	40	76	36
27	SE.27	40	76	36
28	SE.28	48	84	36
29	SE.29	44	80	36
30	SE.30	40	76	36
31	SE.31	44	80	36
23	SE.32	48	88	40
33	SE.33	48	84	36
34	SE.34	60	92	32
N	**34**	**1480**	**2716**	**1236**
	Average	**43.52**	**79.88**	**36.35**

Table 2. The result of pre-test and post-test for control group

No	The Result Score of Control Group			
	The Students' Code	Pre test (Y_1)	Post test (Y_2)	(Y) Gained Score
1	SC.01	36	60	24
2	SC.02	36	56	20
3	SC.03	48	64	16
4	SC.04	48	60	12
5	SC.05	48	60	12
6	SC.06	40	52	12
7	SC.07	40	52	12

No	The Result Score of Control Group			
	The Students' Code	Pre test (Y_1)	Post test (Y_2)	(Y) Gained Score
8	SC.08	56	68	12
9	SC.09	40	52	12
10	SC.10	36	52	16
11	SC.11	40	60	20
12	SC.12	44	60	16
13	SC.13	44	56	12
14	SC.14	48	60	12
15	SC.15	40	52	12
16	SC.16	44	56	12
17	SC.17	64	76	12
18	SC.18	40	52	12
19	SC.19	36	56	20
20	SC.20	40	52	12
21	SC.21	48	60	12
22	SC.22	48	60	12
23	SC.23	36	56	20
24	SC.24	44	60	16
25	SC.25	28	52	24
26	SC.26	52	64	12
27	SC.27	40	60	20
28	SC.28	40	56	16
29	SC.29	44	64	20
30	SC.30	44	60	16
32	SC.31	44	60	16
32	SC.32	44	64	20
33	SC.33	44	56	12
34	SC.34	48	64	16
N	**34**	**1472**	**1992**	**520**
	Average	**43.29**	**58.58**	**15.29**

Table 3. The result of pre-test and post-test achievement

No	X	Y	X^2	Y^2	XY
1	36	24	1296	576	864
2	36	20	1296	400	720
3	36	16	1296	256	576
4	32	12	1024	144	384
5	44	12	1936	144	528
6	36	12	1296	144	432

No	X	Y	X^2	Y^2	XY
7	36	12	1296	144	432
8	40	12	1600	144	480
9	40	12	1600	144	480
10	36	16	1296	256	576
11	32	20	1024	400	640
12	40	16	1600	256	640
13	40	12	1600	144	480
14	36	12	1296	144	432
15	36	12	1296	144	432
16	36	12	1296	144	432
17	36	12	1296	144	432
18	40	12	1600	144	480
19	32	20	1024	400	640
20	36	12	1296	144	432
21	36	12	1296	144	432
22	40	12	1600	144	480
23	32	20	1024	400	640
24	32	16	1024	256	512
25	36	24	1296	576	864
26	36	12	1296	144	432
27	36	20	1296	400	720
28	36	16	1296	256	576
29	36	20	1296	400	720
30	36	16	1296	256	576
31	36	16	1296	256	576
32	40	20	1600	400	800
33	36	12	1296	144	432
34	32	16	1024	256	512
∑	**1236**	**520**	**45200**	**8448**	**18784**
Average	**36.35**	**15.29**	**1329.41**	**248.47**	**552.47**

Data Analysis

Before the researcher analyzed the data using t-test formula, the researcher calculated the mean and standard deviation of each class to get the minimum criterion.

1. The mean of experimental and control class
   a. The mean of experimental class
      Me = $\frac{\sum x}{n} = \frac{1236}{34} = 36.35$
   b. The mean of control class
      Me = $\frac{\sum y}{n} = \frac{520}{34} = 15.29$

   The data shows that mean of experimental class is higher than mean control class.

2. The standard deviation of experimental and control class
   a. Standard deviation of experimental class

$$Sde = \frac{\sqrt{\sum x^2 - \frac{\sum x^2}{n}}}{n-1}$$
$$= \frac{\sqrt{45200 - \frac{\sum 45200}{34}}}{34-1}$$
$$= \frac{\sqrt{45200 - 1329.41}}{33}$$
$$= \frac{\sqrt{43870.59}}{33}$$
$$= \sqrt{1329.41}$$
$$= 36.46$$

b. Standard deviation of control class

$$SDc = \frac{\sqrt{\sum y^2 - \frac{\sum y^2}{n}}}{n-1}$$
$$= \frac{\sqrt{8448 - \frac{\sum 8448}{34}}}{34-1}$$
$$= \frac{\sqrt{8448 - 248.47}}{33}$$
$$= \frac{\sqrt{8199.53}}{33}$$
$$= \sqrt{248.47}$$
$$= 15{,}76$$

Based on the result of the pre test and post test above, it can be known that the standard deviation of experimental class is 36.46 and standard deviation of control class is 15.76. So standard deviation in experimental class is higher than standard deviation in control class.

3. T-test

After knowing the two standard deviation values, the researcher obtained that observed value. To make more clearly, the researcher used the following t-test formula :

$$t = \frac{Me - Mc}{\sqrt{\frac{SDe^2}{Ne} + \frac{SDc^2}{Nc}}}$$
$$= \frac{36.35 - 15.29}{\sqrt{\frac{36{,}46^2}{34} + \frac{15.76^2}{34}}}$$
$$= \frac{21.06}{\sqrt{\frac{36{,}46^2}{34} + \frac{15.76^2}{34}}}$$
$$= \frac{21.06}{\sqrt{\frac{1329}{34} + \frac{248}{34}}}$$
$$= \frac{21.06}{\sqrt{39 + 7.30}}$$
$$= \frac{21.06}{\sqrt{46.3}}$$
$$= \frac{21.06}{6.80}$$
$$= 3.17$$

Where :

t : t-test
Me : mean of experimental class
Mc : mean of control class
SDe : the square of the standard deviation of experimental class
SDc : the square of the standard deviation of control class
Ne : the total number of experimental class
Nc : the total number of control class

From t value which has been reached then consulate by the t-table in which has the degree of freedom f = Ne + Nc – 2 and the significance α = 5% the test criterion is rejected Ho if t-test > t table.

4. T-table
   Before the researcher found the t-table, the researcher calculated the degree of freedom (df) with the following formula :
   Df = Ne + Nc – 2
   Where:
   Df = Degree of Freedom
   Ne = Number of Students in Experimental Class
   Nc = Number of Students in Control Class
   Df = (Ne + Nc – 2)
   = 34 + 34 – 2
   = 66
   Based on result of t-test above, it can be known that t-test is 3.17 and df in this research is based on the table of t-table, the figure of 66 is 2.00 it is found that t-count is higher than t-table.

CONCLUSION

The research conclusion is presented based on the explanation and data analysis that has been discussed in the previous chapter. It can be concluded:

There is significant effect of using Kim's memory game towards students' speaking skill at the tenth grade students of SMAN 1 Malingping in 2017/2018 academic year. It can be seen from the result of calculating statistic which indicates that t-test 3.17 higher than t-table 2.00, the alternative hypothesis (Ha) is accepted. It means there is significant effect of using Kim's memory game towards students' speaking skill.

Meanwhile by using Kim's memory game in teaching speaking in the class, it can be effective for the improvement of students' speaking skill. The result of standard deviation is 37 for experimental class and 16 for control class.

Moreover, teaching speaking by using Kim's memory game in teaching speaking can improve students' speaking skill. It is showed by the enthusiasm of students to follow the process of teaching and learning English language in the class.

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