An Investigation into the Effectiveness of Main Kolo (Sumbawa Traditional Games) in Teaching Speaking at 7th Grade of SMPN 1 Lopok

Hasrul Sani[1], Suparman[2]
[1,2]Universitas Teknologi Sumbawa, Indonesia
E-mail: hasrul.sani@uts.ac.id, suparman@uts.ac.id

Article Info	Abstract
	This research aims to investigate the effectiveness of using Main Kolo, Sumbawa Traditional Game from Sumbawa, in teaching speaking skills to 7th-grade students at SMPN 1 Lopok. The study is motivated by the need to explore innovative and culturally relevant approaches to English language teaching in the local context of Sumbawa. The participants of the study are 7th-grade students at SMPN 1 Lopok who receive English language instruction using Main Kolo as a teaching tool. The Result of this research are Pre-Test Score Control class, it can be seen that student's ability in speaking skill. The mean score of control class pre test was 50.16. The minimum score of control class pre test was 44. The maximum score of control class pre test was 63. The standard deviation was 4.776, it can be seen that student's ability in speaking skill. The mean score of experimental class pre test was 52.84. The minimum score of experimental class pre test was 44. The maximum score of experimental class pre test was 76. The standard deviation was 6.435. It can be seen that student's ability in speaking skill. The mean score of control class post test was 69.00. The minimum score of control class post test was 64. The maximum score of control class pre test was 66. The standard deviation was 2.266. Then, it can be seen that student's ability in speaking skill. The mean score of experimental class post test was 70.94. The minimum score of experimental class post test was 63. The maximum score of experimental class pre test was 88. The standard deviation was 4.864.

Artikel Info	Abstrak
	Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan Main Kolo, Permainan Tradisional Sumbawa dari Sumbawa, dalam mengajar keterampilan berbicara kepada siswa kelas 7 di SMPN 1 Lopok. Penelitian ini menggunakan metode eksperimental dalam memberikan perlakuan. Desain Quasi Experimental Pre-test-Post-test digunakan dalam penelitian ini. Hasil dari penelitian ini mencakup skor Pre-Test Kelas Kontrol, dapat dilihat bahwa kemampuan siswa dalam keterampilan berbicara. Nilai rata-rata ujian pra-pengajaran kelas kontrol adalah 50,16. Nilai minimum ujian pra-pengajaran kelas kontrol adalah 44. Nilai maksimum ujian pra-pengajaran kelas kontrol adalah 63. Nilai standar Deviasi adalah 4,776, menunjukkan kemampuan siswa dalam keterampilan berbicara. Nilai rata-rata ujian pra-pengajaran kelas eksperimental adalah 52,84. Nilai minimum ujian pra-pengajaran kelas eksperimental adalah 44. Nilai maksimum ujian pra-pengajaran kelas eksperimental adalah 76. Nilai standar Deviasi adalah 6,435. Dapat dilihat kemampuan siswa dalam keterampilan berbicara. Nilai rata-rata ujian pasca-pengajaran kelas kontrol adalah 69,00. Nilai minimum ujian pasca-pengajaran kelas kontrol adalah 64. Nilai maksimum ujian pasca-pengajaran kelas kontrol adalah 66. Nilai standar Deviasi adalah 2,266. Selanjutnya, dapat dilihat kemampuan siswa dalam keterampilan berbicara. Nilai rata-rata ujian pasca-pengajaran kelas eksperimental adalah 70,94. Nilai minimum ujian pasca-pengajaran kelas eksperimental adalah 63. Nilai maksimum ujian pasca-pengajaran kelas eksperimental adalah 88. Nilai standar Deviasi adalah 4,864.

I. INTRODUCTION

Speaking become important ability that we should have to interact and communicate with the others. As human communicative way, an utterance oral form is more easily to hear and respond instantly than reading it in written form. There are so many factors that able to affecting someone's speaking ability, they are the context of speaking, the speaker's achievements and also their basic education that they have (Littlewood, 1984). Students' first language also affecting their accent in speaking that able to make their utterance unclear.

One potential that can be utilized is the traditional games of Sumbawa. These local traditional games are an important part of the

local community's culture and have unique characteristics that are different from traditional games in other areas of Indonesia. The use of Sumbawa Traditional Games in English language teaching in SMP Sumbawa has the potential to increase students' interest and motivation in learning. Games are activities with rules, a goal an element of fun" (Hadfield,1996). The teacher must be active, creative and imaginative in developing their teaching techniques and materials to make the students excited and enjoy learning English. Using games as fun learning activity hopefully make the students interested in learning English as well and able to practice their speaking ability communicatively in daily life. However, An Investigation into the effectiveness of Main Kolo (Sumbawa Traditional Games) in Teaching Speaking in junior high schools in Sumbawa becomes an important background for this researchs types of eco-procedure text.

The problem-solving approach in the investigation into the effectiveness of Main Kolo (Sumbawa Traditional Games) in Teaching Speaking at the 7th grade of SMPN 1 Lopok. This approach would likely involve the following steps: (1) Identifying the problem: This would involve identifying the specific challenges or issues related to teaching speaking skills using Main Kolo. For example, it could be that students are not showing significant improvement in their speaking skills after using Main Kolo as a teaching method. (2) Analyzing the problem: Once the problem is identified, a thorough analysis would be conducted to understand the root causes and factors contributing to the issue. This could involve reviewing relevant literature, conducting observations, interviews, or surveys to gather data and insights. (3) Developing solutions: the potential solutions would be developed to address the identified problem. This could include modifying the way Main Kolo is taught, incorporating additional teaching techniques, or addressing any other factors that may be hindering the effectiveness of Main Kolo in teaching speaking skills. (4).Implementing the solutions: The identified solutions would be implemented in the teaching process, with careful monitoring and evaluation to assess their effectiveness. (5). Evaluating the results: After the solutions have been implemented, an evaluation would be conducted to assess the outcomes and effectiveness of the problem-solving approach. This could involve measuring the improvement in students' speaking skills, gathering feedback from students and teachers, and comparing the results with the initial problem identified. And (6).Adjusting the approach: Based on the evaluation results, further adjustments may be made to the problem-solving approach to continuously improve the effectiveness of Main Kolo as a teaching method for speaking skills.

This research related to the traditional games encourage communication among players, helping to develop speaking skills, including vocabulary, fluency, pronunciation, and turn-taking. The researchers considered found that there were many different kinds of games so the teachers need to be critically selective which games were appropriate to the levels and the ages of the learners so that the training was more successful (Harris, 2006). With game which game met the purpose of the themes to train the students (MacKenty, 2006). Then, studying game which the students obtained positive attitudes in the ways that games could help them to learn vocabulary to improve their speaking skill (Huyen, and Nga, 2003). Because, speaking skills seem to be one of the hardest aspects of language learning, and many students feel difficult to express themselves in spoken English (Leong, & Ahmadi. 2017). For example though many students in Vietnam took many years to study English at schools, they cannot be able to practice English in real-life situations (Pham, & Nguyen, 2014). which is title of research is "an investigation into the effectiveness of Main Kolo (Sumbawa Traditional Games) in teaching speaking at 7th grade of SMPN 1 Lopok". This research considered the issue that investigates the effectiveness of using a traditional Sumbawa game called "Main Kolo" in teaching speaking for 7th grade students at SMPN 1 Lopok.

II. METHOD

This research uses the experimental method in giving the treatment (Creswell, 2012). Pre-test-Post-test Quasi Experimental design is used in this research (Shadish, Cook, and Campbell, 2002. This design is chosen because it is the effective way to analyze and evaluate between groups designs. That group designs utilize comparison and randomization of control group and experimental groups. Each group whether control and experimental groups that are chosen and assigned at random class is presented with either the treatment or some type of control. Pre-test is given to all groups to determine their level

of skill. The experiment is given only to experimental groups. And post-test is given to students to determine if the difference among the groups is exist.

The sample in this research is two classes of randomize groups from 7th grade students of SMPN 1 Lopok. The group consists of three groups, which one groups as experimental groups, and one as control group. The classes that is chosen are 7A, and 7B. Class 7A consist of 32 students as the experimental group 1 who was given treatment by using a traditional games, students as the experimental group 2, and 7B consist of 32 who was given treatment by using modern games, as the control group who was given a conventional learning, Each class has the same assignment to do in pre-test and post-test. Then the scale of scores from the post-test and pre-test will be compared to know their achievement in speaking.

The data is collected by giving a test in practicing the speaking ability of each students. The students have to speak in 3 minutes, while their story will be recorded as an authentic resources to determine the score by measuring speaking aspects ability. Their speaking skill will be scored depends to some aspects of speaking, they are grammar, content, fluency, pronunciation, and vocabulary. Each aspects of that speaking ability has scale of scoring from one to five. By having 5 aspects of speaking skill and score range from 1 till 5, the minimum score of speaking test is 5 and the maximum score of speaking is 25.

The pre-test and post-test from experimental groups and control group will be compared. The result of the test will be calculated and compared by using SPSS program that is Anova test statistic. There will be found that there is any improvement or reduction from their score by less the post-test and the pre-test score. The result will be positive if the score of post-test increase from the pre-test, or negatives if it is decrease.

III. RESULT AND DISCUSSION

The results in this research are to analyze the effectiveness of using of Main Kolo (Sumbawa Traditional Games) for 7th Grade junior high schools in Sumbawa in improving students' speaking skill. To analyze the influence of the use of Main Kolo (Sumbawa Traditional Games) on students' interest and motivation in learning English in junior high schools in SMPN 1 Lopok.

And To analyze of Main Kolo (Sumbawa Traditional Games) increase students' satisfaction with the Speaking learning process in SMPN 1 Lopok.

A. Result

1. The Effectiveness of Using of Main Kolo (Sumbawa Traditional Games) For 7th Grade Junior High Schools In Sumbawa in Improving Students' Speaking Skill.

Table 1. Pre-Test Score Control

	N	Min	Max	Mean	Std. Deviation
Test	32	44	63	50.16	4.776
Group	32	1	1	1.00	.000

Table 2. Pre-Test Score Experimental Class

	N	Min	Max	Mean	Std. Deviation
Test	32	44	76	52.84	6.435
Group	32	1	1	1.00	.000

Table 3. Post-Test Score Control Class

	N	Min	Max	Mean	Std. Deviation
Test	32	44	76	52.84	6.435
Group	32	1	1	1.00	.000

Table 4. Post-Test Score Experimental Class

	N	Min	Max	Mean	Std. Deviation
Test	32	64	73	69.00	2.266
Group	32	1	1	1.00	.000

2. The Influence of The Use of Main Kolo (Sumbawa Traditional Games) on Students' Interest And Motivation in Learning English in Junior High Schools in SMPN 1 Lopok.

Table 5. Average Interest in Learning English Speaking With *Main Kolo*

No	Students' Interest Score	Students' Speaking Score
1	96	95
2	98	96
3	78	77
4	77	79
5	89	90
6	80	80
7	93	95
8	95	94
9	98	97
10	77	78
11	89	86
12	80	87

13	78	75
14	85	83
15	77	76
16	76	75
17	80	83
18	80	81
19	94	93
20	92	90
21	84	82
22	83	83
23	78	79
24	84	82
25	87	85
26	92	90
27	96	91
28	94	92
29	89	94
30	87	85
31	84	82
32	80	83
N	ΣX= 2750	ΣX= 2738

Table 6. Average Intrinsic Motivation in Learning English Speaking With *Main Kolo*

No	Indicator	Mean
1	Self Desire	3,80
2	Satisfaction	3,88
3	Challenges	3,82
4	Good Habits	3,84
5	Awareness	3,74
	Total	19,08
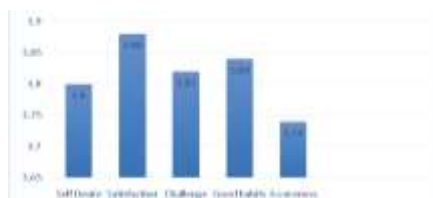
3. The *Main Kolo* (Sumbawa Traditional Games) Increase Students' Satisfaction with the Speaking Learning Process in SMPN 1 Lopok.

Table 7. Pearson Product-Moment Correlation Investigating The Relationship Between Student's Speaking Satisfaction and atisfactio Main Kolo

	Satisfaction with Speaking	Satisfaction with Main Kolo
Pearson correlation	.636**	.636**
Sig (2-tailed)	.000	.000
N	32	32

B. Discussion

To determine the effectiveness of implementing 'Main Kola' as a traditional game

from Sumbawa in enhancing the speaking abilities of 7th-grade students at SMP 1 Lopok, the research stages carried out are as follows:

Based on Table 1 Pre-Test Score Control class From the table above, it can be seen that student's ability in speaking skill. The mean score of control class pre test was 50.16. The minimum score of control class pre test was 44. The maximum score of control class pre test was 63. The standard deviation was 4.776. From the table 2 above, it can be seen that student's ability in speaking skill. The mean score of experimental class pre test was 52.84. The minimum score of experimental class pre test was 44. The maximum score of experimental class pre test was 76. The standard deviation was 6.435.

From the table 3 above, it can be seen that student's ability in speaking skill. The mean score of control class post test was 69.00. The minimum score of control class post test was 64. The maximum score of control class pre test was 66. The standard deviation was 2.266. Then, the table 4 above, it can be seen that student's ability in speaking skill. The mean score of experimental class post test was 70.94. The minimum score of experimental class post test was 63. The maximum score of experimental class pre test was 88. The standard deviation was 4.864.

The table 5 aboove, it found out the Average Interest in Learning English Speaking With Main Kolo. The sum score of Students' Interest Score is 2750, and the Sum score of Students' Speaking Score is 2738. Based on the table 6 above, it found out the Average Intrinsic Motivation in Learning English Speaking With Main Kolo that consist of Self Desire (Mean: 3.80): Self-desire, with a mean score of 3.80, suggests that individuals in this context generally exhibit a moderate level of personal motivation or ambition. A score below 3.00 might indicate low self-desire, while a score above 4.00 would suggest a high level of self-desire. Then, Satisfaction (Mean: 3.88), it is the satisfaction score, with an average of 3.88, indicates that individuals in this context tend to be relatively satisfied with their circumstances or experiences. A higher mean score typically signifies higher satisfaction levels. Then, Challenges (Mean: 3.82): The challenges indicator has an average score of 3.82. This implies that individuals in this context are open to or encounter

challenges as part of their experiences. A higher score may suggest that people embrace challenges, while a lower score could indicate an avoidance of challenges. The Good Habits (Mean: 3.84): With a mean score of 3.84, it suggests that individuals in this context generally exhibit good habits or behaviors. A score above 3.00 indicates that, on average, good habits are practiced by the group.

The last, the Awareness (Mean: 3.74): The awareness indicator has an average score of 3.74, indicating that individuals in this context have a moderate level of awareness. A higher score would signify a higher level of awareness about their surroundings or the subject of interest. In summary, these indicators provide an understanding of the characteristics or traits of the individuals in this context. The mean scores help gauge the average levels of each factor, with higher scores generally indicating a stronger presence of that characteristic. It's important to consider the context and the scale used to interpret these mean scores accurately. The total of Average Intrinsic Motivation in Learning English Speaking With Main Kolo is 19,08. Then, the table 7 demonstrates that there was a positive significant correlation between students' satisfaction with Main Kolo and their speaking satisfaction, $r = .6365$, $N = 32$, which Significant score is $0.000 < .05$, it means that significantly stronger relation between students' satisfaction with Main Kolo and their speaking satisfaction.

IV. CONCLUSIONS AND SUGGESTIONS
A. Conclusion

The Result of this research are Pre-Test Score Control class, it can be seen that student's ability in speaking skill. The mean score of control class pre test was 50.16. The minimum score of control class pre test was 44. The maximum score of control class pre test was 63. The standard deviation was 4.776, it can be seen that student's ability in speaking skill. The mean score of experimental class pre test was 52.84. The minimum score of experimental class pre test was 44. The maximum score of experimental class pre test was 76. The standard deviation was 6.435. It can be seen that student's ability in speaking skill. The mean score of control class post test was 69.00. The minimum score of control class post test was 64. The maximum

score of control class pre test was 66. The standard deviation was 2.266. Then, it can be seen that student's ability in speaking skill. The mean score of experimental class post test was 70.94. The minimum score of experimental class post test was 63. The maximum score of experimental class pre test was 88. The standard deviation was 4.864.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about An Investigation into the Effectiveness of Main Kolo (Sumbawa Traditional Games) in Teaching Speaking.

REFERENCES

Creswell, J.,W. 2012. *Educational research, 2nd ed, Pearson:* Merrill Prentice Hall,

Hadfield,J.1996. *Advance communicaton games, England:* Addison Wesley Longman United.

Harris, C. 2006. Meet the New School Board: Board games are back and they're exactly what your curriculum needs. *School Library Journal*, 55(1), 24–2.

Huyen, N. T. T. and Nga, K. T. T. 2003. Learning vocabulary through games. *Asian EFL Journal..* Retrieved July 11, 2023, from http://www.asian-efl-journal.com/dec_03_vn.pdf (PDF) The Effects of Using Games on EFL Students' Speaking Performances.Availablefrom:https://www.researchgate.net/publication/337963814_The_Effects_of_Using_Games_on_EFL_Students'_Speaking_Performances [accessed July 11, 2023].

Leong, L. M. and Ahmadi, S. M. 2017. An Analysis of Factors Influencing Learners' English-Speaking Skill. *International Journal of Research in English Education,*2(1),3441.https://doi.org/10.18869/acadpub.ijree.2.1.34 (PDF) The Effects of Using Games on EFL Students' Speaking Performances. Availablefrom:https://www.researchgate.net/publication/337963814_The_Effects_of_Using_Games_on_EFL_Students'_Speaking_Performances [accessed July 11, 2023].

Littlewood, W. 1984. *Communicative language teaching. Cambridge*: Cambridge Press.

MacKenty, B. 2006. All Play and No Work. *School Library Journal*, 52(2), 46–48

Pham, V. P. H., & Nguyen, T. B. (2014). *The Effects of Communicative Grammar Teaching on Students'Achievement of Grammatical Knowledge and Oral Production. English Language Teaching,* 7(6),74–86.https://doi.org/10.5539/elt.v7n6p74 (PDF) The Effects of Using Games on EFL Students' Speaking Performances. Available from:https://www.researchgate.net/publication/337963814_The_Effects_of_Using_Games_on_EFL_Students'_Speaking_Performances [accessed July 11, 2023].

Shadish, W.,R. Cook, T., D and Campbell, T.,D. 2002. Experimental and quasiexperimental designs for *generalized causal inference*, Boston: Houghton Mifflin.