USE OF OUTDOOR TAKE AND GIVE GAMES TO INCREASE STUDENTS' MOTIVATION TO LEARN ENGLISH

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ABSTRACT

This research aims to increase motivation to learn English, especially speaking skills, for class X TKJ 1 at SMK Muhammadiyah Imogiri by implementing the Outdoor Take and Give Games learning model. The subjects of this research were 32 students in class X, TKJ 1. This action research consists of 3 cycles. The objects studied were students' learning motivation and students' English-speaking skills. This research uses data in the form of students' speaking test results, interview results, observation sheets, and questionnaires. Research activities include action planning, action implementation, observation, and reflection. The research results show that: (1) the outdoor take-and-give games learning model can make English learning more interesting and fun; (2) the outdoor take-and-give games learning model can increase students' motivation to learn English; and (3) the learning model of outdoor take-and-give games can help improve students' speaking skills. Therefore, this learning model can be used as an effective alternative activity in the learning process.

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1. INTRODUCTION

English learning includes four integrated skills, namely listening skills, speaking skills, reading skills, and writing skills (Yang et al., 2013; Suwandi et al., 2019; Maru et al., 2020; Zaqiah et al., 2021). These four language skills can be further classified into two groups: active language skills, namely speaking and writing, as well as receptive skills, namely listening and reading (Bozorgian, 2012; Irma, 2021; Atmowardoyo & Sakkir, 2021; Wijaya & Indrasari, 2022).

As we know, English is a foreign language, so most vocational school students do not use English in their daily lives (Hua & Beverton, 2013; Bellés-Fortuño & Ollero Ramírez, 2015). Therefore, most students still have difficulty communicating both orally and in writing using English (Wediyantoro, 2016; Sitorus et al., 2022). This can also be caused by several factors, such as a lack of vocabulary, a lack of confidence in using language, a lack of interest, or a lack of motivation to use English (Misbah et al., 2017; Adara, 2018; Mahbub , 2018).

Based on these problems, efforts need to be made to implement a learning model that can increase motivation to learn English, which it is hoped will also have an impact on increasing skills in speaking English both orally and in writing.

Therefore, through this research, the author will try to apply the Outdoor Take and Give Games learning model, especially in learning to speak, with the hope that this learning model will later become an effective and efficient model to increase the learning motivation of Muhammadiyah Imogiri Vocational School students while also improving students' speaking skills. The author also hopes that this learning model can be a solution to overcome the limited time allocation for learning English.

The term take and give is often interpreted as "receiving and giving each other.". Take and Give is a learning strategy that is supported by presenting data, which begins with giving cards to students (Riani & Supraptono, 2016; Setiyawan & Yunianta, 2018; Ikawati, 2020; Putri et al., 2021). Inside the card, there are notes that each student must master or memorize. Students then look for their respective partners to exchange knowledge according to what they got from the cards, and then the learning activity ends by evaluating students by asking about the knowledge they have and received from their partners (Ikawati, 2020; Putri et al., 2021).

From this background, the following problems can be formulated:

1. Does learning English become more interesting and fun by using the Outdoor Take and Give Games model?
2. Can the Outdoor Take and Give Games learning model increase students' motivation in learning English (especially speaking)?
3. Can the Outdoor Take and Give Games learning model improve students' English-speaking skills?

Through this research, it is hoped that:

1. English learning becomes more interesting and fun with the Outdoor Take and Give Games model.
2. Students' motivation to learn English increases by using the Outdoor Take and Give Games model.
3. Students' English-speaking skills improve through the Outdoor Take and Give Games model.

2. METHOD

This research is classroom action research, which was carried out independently by the researcher, involving students of class X TKJ 1. This research procedure consists of four stages in each cycle. Each action cycle includes:

1. Action Planning (planning)
2. Implementation of Actions (Acting)
3. Observation (observing)
4. Reflection

Action Planning

Activities carried out in the action planning stage of cycle I include:

a. Researchers identify the problems faced in the class to be researched. Identification of this problem is done by giving an initial speaking test and interview. These speaking tests and interviews were recorded so that later they could be used as data to identify problems experienced by students in speaking English.

b. Researchers formulated the problems found based on speaking tests and interviews that had been conducted.

c. Researchers formulated actions to be taken to overcome this problem, namely by testing the Outdoor Take and Give Games model.

d. Researchers choose media or teaching aids that can support the implementation of the Outdoor Take and Give Games model so that they can increase students' motivation and English-speaking skills.

The media that will be used is a set of cards according to the learning topic being taught, including introductory material, complimenting, and showing care or sympathy.

a. Researchers created learning scenarios using cooperative learning methods using the Outdoor Take and Give Games model.

b. Researchers prepare data recording tools in the form of field note questionnaires, interview guides, or other necessary guidelines.

Implementation of Actions

The teacher (researcher) carries out the learning scenario that has been planned using the Outdoor Take and Give Games model. The teacher conveys the activities that students will carry out. During implementation, the teacher always directs students to optimize their activities so that the research objectives can be achieved.

Observation

The teacher (researcher) makes systematic observations of the learning activities carried out. This observation was carried out using a recording device, an observation sheet, and field notes.

Reflection

At this reflection stage, the researcher carries out a comprehensive assessment of the actions taken based on the data that has been collected. Next, an evaluation will be carried out to perfect the next action.

If problems are found from the results of the reflection, a review process will be carried out through the next cycle, which includes, among other things, re-planning, implementing reactions, and observation. Then, reflection will be carried out again. This will be done until the problem is resolved. Repetition is carried out on parts that have not been successful and are still experiencing obstacles. Next, the teacher (researcher) will prepare an action plan for the next cycle according to the results of the reflection in cycle I.

Data collection technique

This research uses data in the form of students' speaking test results, interview results, observation sheets, and questionnaires. Speaking tests and interviews are recorded using a tape recorder, and then written in script form. Interviews will be conducted randomly. The observation sheet was filled in by the researcher during implementation, while the questionnaire was filled in by the students.

All data collected, in the form of speaking and interview scripts, observation sheets, and questionnaires, is processed and analyzed at the end of each cycle as well as at the end of the research. This is intended to be a way to find out the results obtained from the research carried out.

Data analysis techniques

The data that has been collected will be analyzed and processed to find out to what extent the use of the Outdoor Take and Give Games model can have an influence on motivation and improve students' speaking skills. The data analysis technique is carried out by comparing the initial data with the data obtained after the action is taken. If students' motivation and skills increase after taking action, it means the action was successful. However, if there is a decline in student motivation or skills, this means that action needs to be taken again through the next cycle, according to procedures.

3. RESULTS AND DISCUSSION
3.1 Results

From the results of the speaking test achievements in cycle I, with material presenting identity, it was found that there were still many students who experienced difficulties in pronunciation, grammar, and vocabulary, as well as in speaking fluency. However, the clarity of the ideas that students want to convey in speaking practice is good. 43.75% of students are still not fluent in speaking English (fluency), 50% of students still have difficulty in pronunciation, 81.25% of students have difficulty in grammar, and 37.50% of students still experience difficulties in terms of vocabulary. However, in terms of meaning, the ideas that students want to convey can already be read. Overall, the number of students who meet speaking proficiency standards is 18.75%, namely students who already have good speaking fluency, acceptable word pronunciation, correct grammar, appropriate vocabulary, and good clarity of meaning. On the other hand, there are still 81.25% of class X TKJ 1 students who still need to improve their English-speaking skills. This will be more clearly seen in the following figure 1.
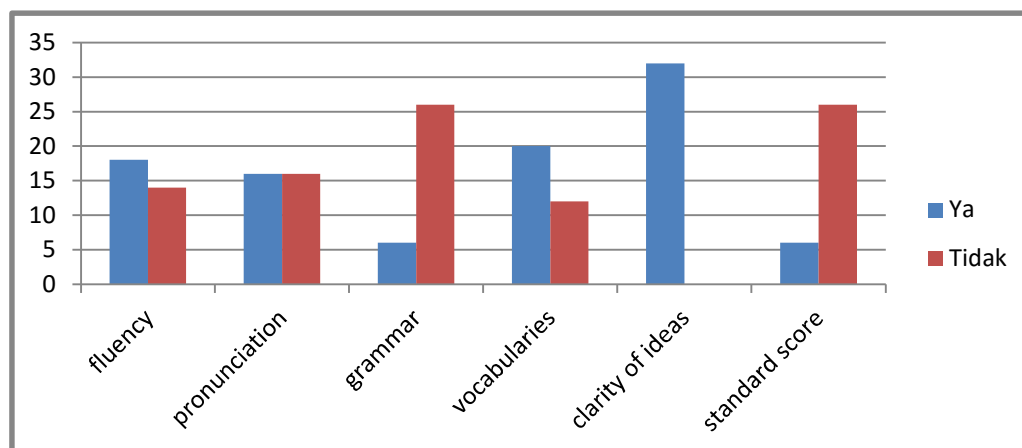
Figure 1. Results Cycle I

In cycle II, the number of classes The number of students who experienced problems with pronunciation was 25%, so from cycle I on, the number of students whose pronunciation was appropriate increased by 25%. The number of students who experienced difficulties in grammar was still the same as in cycle I, namely 81.25%. Meanwhile, the number of students who experienced vocabulary difficulties increased by 9.37% (from 34.38% to 43.75%). This is because the praising material contains a lot of new vocabulary related to praising expressions that students do not yet understand. However, the expressions The meaning of what is conveyed is still clearly legible. From the total assessment as a whole, in cycle II there was an increase in the number of students who met the speaking assessment standards, from 18.75% to 28.13%. To make it clearer, the data is displayed in the form of the following figure 2:
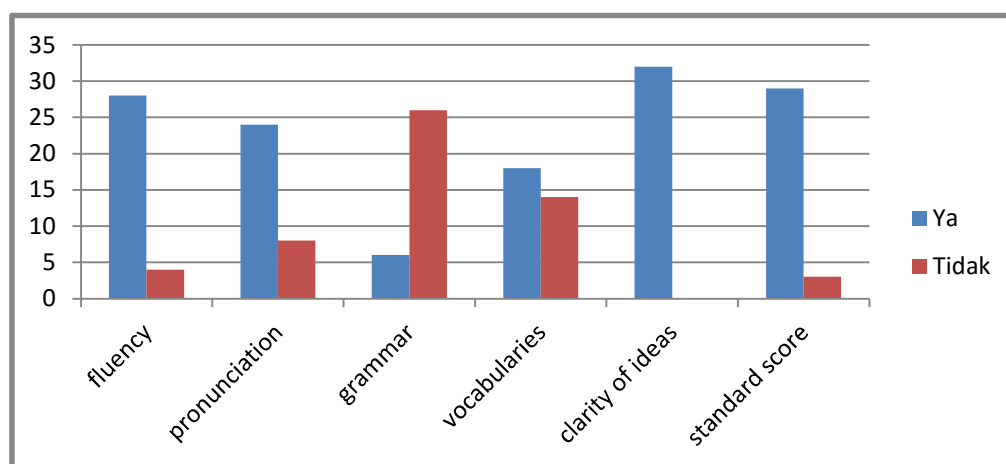

Figure 2. Results Cycle II

In cycle III, there were several improvements in pronunciation, grammar, vocabulary, and final grades. First, from the aspect of pronunciation fluency, the percentage of students whose pronunciation was correct was 81.25% (an increase of 6.25% from cycle II). The number of students who mastered grammar in showing care material was 90.63% (an increase of 71.88%). In cycle III, all students were able to understand the vocabulary in the showing care material. Meanwhile, the percentage of

fluency in speaking and clarity in conveying ideas is at the same figure. The final score of students' speaking skills also increased by 50% (from 28.13% to 78.13%). These results can be seen in the following figure 3.
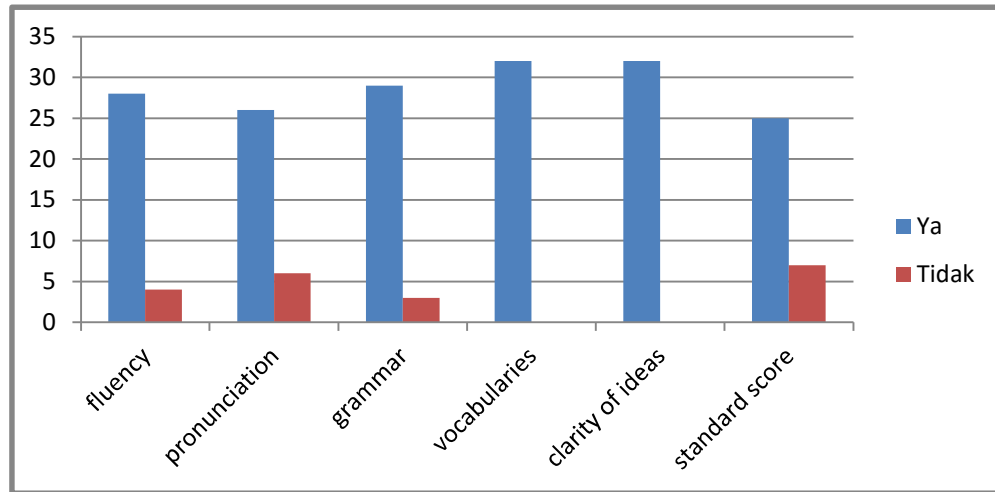

Figure 3. Results Cycle III

3.2 Discussion

After reflecting on cycle I, the results showed that almost all students were happy with the application of the outdoor take and give games model in learning English, especially speaking. Of the 32 class X TKJ 1 students, 31 of them (96.88%) stated that learning English had become more interesting and fun. There was only 1 student (3.13%) who did not give his opinion. From the reflection of cycle I, several students gave suggestions, including: that students open an online dictionary to make it easier to find the right vocabulary; that the types of games be increased; and that the prizes be increased to further motivate students.

From the reflection results of cycle II, as many as 93.75% of students thought that they were happy with this outdoor take-and-give game learning model, and 6.25% of students did not give an opinion. Of all the students, there were several who provided input, including: to make it more interesting, students suggested having music during learning activities; plus group assignments at home; as well as additional material regarding expressions of praise. Apart from that, some students expressed problems during the learning process, including difficulties in choosing vocabulary, noisy class conditions (due to group play activities), and difficulty in arranging words into appropriate expressions.

The reflection results from cycle III showed that 93.75% of students were happy with the implementation of the outdoor take-and-give games learning model. This figure has not changed since the second cycle. Some of the problems raised by students during reflection included difficulties in terms of vocabulary, not understanding the material because of limited time for learning activities, and 1 student (3.13%) stated that in cycle III they started to feel bored because of activities or games, which are monotonous, even though they are done outdoors. Therefore, it is necessary to innovate again in the next learning activity.

Based on the teacher's observations, it is known that the students are happy with learning English with the model applied. This can be seen from the students' facial expressions during the learning process. They seemed happy and interested in the game. Apart from that, the students also seemed enthusiastic and actively participated in all learning activities.

To further strengthen the research results, the researcher interviewed students in class X, TKJ 1. In this interview, the researcher asked several questions related to the actions that had been implemented in cycles I, II, and III. Through this interview, the researcher intends to find out students' opinions regarding the strategies provided by the teacher with outdoor learning, playing with each other and throwing dialogues in groups, giving gifts, and students' attitudes towards learning English (whether students prefer English) so that they are more motivated to learn it, as well as students' opinions about improving their speaking skills after implementing the outdoor take and give games model.

The results of the interviews stated that students felt happy with the outdoor learning model, as quoted from one student's opinion:

"*Learning outdoors has an effect; it can make the mind fresher, not bored like just indoors*." (XTKJ1019)

In addition, with prizes for the best groups, students became more motivated, as one student said:

"*This prize motivates us more to get good grades*." (XTKJ1017)

Moreover, group activities were also able to help students increase their confidence in speaking, as quoted from the following student's opinion:

"*Conversations with friends in groups can increase self-confidence, so you don't fail mentally*." (XTKJ1009)

From the interview results, in general, it can be concluded that students like the outdoor learning model because they do not feel bored with the situation in class, and the students are also more motivated by the prizes. Apart from that, practicing in groups can also help improve students' speaking skills and self-confidence.

From the actions carried out in cycles I, II, and III, it was concluded that the outdoor take-and-give games learning model is an interesting and fun learning model for students learning English (especially speaking). From cycle I to cycle III, all students stated that this model was interesting and fun. This model also makes students motivated to learn English. This is due to the prizes given by the teacher to the best groups, which are also supported by learning carried out outdoors so that students do not feel bored because they have to study in the classroom. Apart from that, learning is packaged in the form of games, in the form of card games (with the media self-introduction cards, complimenting cards, and showing care cards). In the second and third cycles, variations of the game were added, including a model of throwing dialogue in groups using a tool

in the form of a small ball. In the third cycle, learning activities were also varied by playing instrumental music during the observing and group discussion stages and adding group assignments to deepen understanding of the material.

Apart from being more interesting, fun, and motivating, students' speaking skills also improve with the implementation of this model. In cycle I, the number of students who achieved KKM in speaking skills (with aspects of fluency, pronunciation, grammar, vocabulary, and clarity of ideas) was 18.75%, increased to 28.13% in cycle II, and increased to 78.13% in cycle III.

4. CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that:
1. This outdoor take-and-give game learning model can make English learning more interesting and fun.
2. This outdoor take-and-give-games learning model can increase students' motivation to learn English.
3. This outdoor take-and-give-games learning model can help improve students' speaking skills.

Based on the results of this research, several suggestions can be considered for future researchers learning English, including:
1. Learning English will be fun if it is done not only in the classroom but also outside.
2. Learning English will be more interesting and fun if it is packaged in the form of a game. If you want to use games, it is best to always vary or innovate them for each meeting (there are variations or innovations in each game) so that students do not feel bored because of monotonous game activities.
3. Prizes and rewards can also motivate students. Having prizes for the best groups or students, will encourage students to compete to improve their English language skills to get the best results.
4. Practicing dialogue and conversation in groups will build students' confidence and skills in communicating in English.
5. Learning media has an important role in helping students achieve competency. Learning media does not have to be a digital program or software application; it can utilize simple media, such as cards that can be made by the teachers themselves and adapted to the material and characteristics of students.

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