Playing What Would You Do (WWYD) and Vocabulary-Drill:
Its influence on Students' Speaking Skills

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Abstract

English teaching is the main key to support the success of world interaction. The success in mastering English facilitates togetherness among people around the globe. Therefore freedom is needed in learning and understanding language as a whole. The teacher can use some methods in teaching and learning process to help the students' understanding. In this research, the researcher practiced a game which is named What Would You Do (WWYD). This research problems were; (1) is there any influence of plying WWYD to the students' speaking skill at second semester of STIT Muhammadiyah, Tanjung Redeb?, (2) Is there any influence of drilling vocabulary to the students' speaking skill at second semester of STIT Muhammadiyah, Tanjung Redeb?, and (3) Is there any influence of playing WWYD and drilling vocabulary simultaneously to the students' speaking skill at second semester of STIT Muhammadiyah Tanjung Redeb?. The method of this research is partial correlation method, specifically to find out whether playing WWYD (i.e. independent variable/X_1) and Drilling vocabularies (i.e. control variable/X_2) have correlation to the students' speaking skill (i.e. dependent variable/Y). In the end of this research shown that playing WWYD and drilling vocabulary can facilitate and help the students getting a confident in speaking about their opinion in English, and the statistic value performed in level good correlation between playing WWYD used to the students' speaking skill during conducted for second semester at STIT Muhammadiyah Tanjung Redeb.

Keywords: Game, Drilling Technique, Vocabulary, Speaking Skill

INTRODUCTION

People who study English language consider it as their personal proficiency. Therefore, nowadays many people, particularly students, ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the society.

Speaking is a skill that becomes both so interesting to learn for it is world spoken language and confusing to several people because they just didn't find an interesting way of mastering it as well. In fact, teaching English is expected to be to master the four-skill of English but teaching English will be success the teacher can reduce the problems during teaching and learning process. English as foreign language in Indonesian arises the some complicacy becoming the cause of students' difficulty to develop speaking skill such as teaching facilitation,

interesting media, school environment, and the teacher should pay attention and need to think about the students' motivation and interest during teaching and learning process. It was the same condition what researcher has found to the second semester students at STIT Muhammadiyah Tanjung Redeb.

Thinking about those problems arose the teacher are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching process easily, the media will make the students to be more motivated to study. The teacher can use some methods in teaching and learning process to help the students' understanding about material which is explained. Refers to those condition, the researcher was excited to practice a game which is named What Would You Do (WWYD) game then combine it with drilling technique in plenty vocabulary for intensifying the students speaking skill.

Related literatures

a. Game

Games are every contest between players who interact with each other by following certain rules to achieve certain goals (Sadiman, 1993: 75). So the game is a way to play by following certain rules that can be done individually or in groups to achieve certain goals. The game tools are all play tools that can be used by students to fulfill their playing instincts and have various kinds of traits, such as unloading, grouping, combining, looking for their equivalents, stringing, forming, or composing according to their original shape. In the opinion of Mayke Tedjasaputro (in Anggani Sudono, 2000: 15) states that learning by playing provides an opportunity for children to manipulate, practice, and obtain various concepts and insights that are innumerable. The game principles are as played two people or more interactively, have certain goals, there are winners in each game

b. Playing WWYD (what would you do)

In playing WWYD, learning is continuing and living process. It occurs on a continuum and leads towards mastery. The idea is that the students know what they will do, that they are not only saying something without being aware of what they are saying. In order for them to be aware, the new material has to have relationship with the situation and condition in society previous one so that students can easily make associations since the association process in a

necessary part of learning. Thus, the teacher should build upon the learning process by adding one new segment of language to the previous one.

The statement means that the principle of playing WWYD is that learning process takes place if the students find their own opinion and so to be able to create and remember what have been learned in target language. The statement above also suggests that the students must be active to find the new solutions for themselves. The second assumption is that learning is facilitated by accompanying (mediating) physical objects, the rod and the color-code pronunciation charts (called Fidel Charts) provide physical object for the students learning and also to facilitate students to recall what they have learned. So, the quality mediator is a powerful effect on memory. The final assumption is that learning is facilitated by problem solving involving the material to be learned. (Richards and Rogers, 1986:99).

c. Drilling Technique

Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students. Harmer (2007) states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner.

From those theories above, it can be concluded that drilling is a technique that has been used in foreign language classrooms which emphasis on repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner.

d. Vocabulary

Vocabulary is the collection of words that an individual knows (Linse,2005:121) in Webster Dictionary (1985:1073), vocabulary is define as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc.

e. Speaking

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot" while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety

of situations. Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13) Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas.

METHODOLOGY

The method of this research is partial correlation method, specifically to find out whether playing WWYD (i.e. independent variable/X_1) and Drilling vocabularies (i.e. control variable/X_2) have correlation to the students' speaking skill (i.e. dependent variable/Y). This research administered by quantitative statistical tools. Meanwhile, the design of this research is a true-experimental. It compares two classes, experimental class where playing WWYD was applied and drilled vocabulary in learning.

This research was conducted at the second semester students of STIT Muhammadiyah Tanjung Redeb in 2018/2019 academic year. Population is all cases, situation, or individual who share one characteristic. The population of the study is all the English department students of STIT Muhammadiyah Tanjung Redeb. The sampel of this research was 31 students of second semester of English department. There are two kinds of instruments used to get the data in this research. There were test form, questionnaire and documentation. The data of this research was got from the game and WWYD question. In other hand, to solve the questions mentioned in abstract, numerical data and non-numerical data are needed, so, in related with this research design, researcher conducted test and documentation. Several steps were done to get the data, there were normality test to measure the data distribution, homogeneity sample test, linearity, partial correlation and lastly finding regression equation.

FINDINGS

a. Normality of the Data

In this phase, the researcher present basic assumption test namely normality test. It was done for finding whether data population has normal distribution or not. The researcher analyzed the data by *One Sample Kolmogorov-Smirnov* presented by SPSS v.1.6 for windows. It used significant criteria 0.05.

The data was stated in normal distribution if significant point bigger than 5% or 0.05 (i.e. $\alpha > 0.05$). The writer calculated the data analysis as in table 1.

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Speaking	.264	31	.068	.798	31	.061
WWYD	.157	31	.149	.918	31	.020
VOCAB	.270	31	.066	.784	31	.190

From the above results we see in the Kolmogorov-Smirnov column and it can be seen that the significance value for Speaking (Y) is 0.05; for WWYD (X1) of 0.149; and for VOCAB (X2) of 0.066. Because the significance for all variables is greater than 0.05, it can be concluded that the data on Speaking, WWYD and VOCABULARY variables are normally distributed. The statistical number indicates the smaller the value, the more normal the data distribution. The succeeding on the output is presented in table IV.5, the computation result shown as the data on test ware distribute normally.

b. Homogeneity of the data

The next step of the calculation was finding the homogeneity of the data. The purpose of this calculation was to see whether the sample/population was homogenous or heterogeneous. To find samples variant were homogenous, the significant of the data must be higher than 0.05. The researcher used SPSS v.1.6 to analyze the data, and the output as shown in table 2:

Table 2 Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
pengaruh WWYD	.748	1	28	.395
pengaruh vocabulary	5.916	1	28	.193

From the results above, it can be seen the significance of 0.193. Because the significance is greater than 0.05, it can be concluded that the three groups of data on the influence of the WWYD game and the drilling of student vocabulary for speaking have the same variant. Levene statistics show that the value is smaller, the greater the homogeneity.

c. Linearity of the data

Linearity test aims to determine whether two variables have a linier relationship or nor significantly. This test is usually used as a prerequisite in correlation analysis or linear regression. Tests on SPSS by using test for linearity with at 0.05 significance level. Two variable are said to have a linear relationship when the significance (linearity) is less than 0.05. The writer decided to calculate the linearity of the data using SPSS one by one because it aims to determine only two variables have a linier relationship or not. The Table IV.7 describes the linearity of data vocabulary with Speaking and the Table 3 describes the linearity of data WWYD with Speaking.

Table 3. Linearity of Speaking and Vocabulary.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
SPEAKING * VOCAB	Between Groups	(Combined)	7279.242	11	661.749	111.762	.000
		Linearity	7199.774	1	7199.774	1215.962	.000
		Deviation from Linearity	79.468	10	7.947	1.342	.278
	Within Groups		112.500	19	5.921		
	Total		7391.742	30			

From the above output it can be seen that the significance value in linearity is 0,000. Because the significance is less than 0.05, it can be concluded that between the Speaking and Vocabulary variables there is a linear correlation.

Table 4 Linearity of speaking and WWYD

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking * WWYD	Between Groups	(Combined)	3139.313	11	285.392	1.275	.309
		Linearit	793.902	1	793.902	3.547	.002
		Deviation from Linearity	2345.411	10	234.541	1.048	.444
		Within Groups	4252.429	19	223.812		
	Total		7391.742	30			

From the above output it can be seen that the significance value in linearity is 0.002. Because the significance is less than 0.05, it can be concluded that between the Speaking and WWYD game variables there is a linear relationship.

1. Finding of regression equation between WWYD game and students speaking skill

The correlation study of WWYD, vocabulary drilling and Speaking skill can be expressed or estimated in the form of mathematical equation. Regarding the variables being investigated, the model of equation used in this study takes the formula of: $Y = a + bX$. To test whether the linier model of formula suitable or not, the following table of ANOVA present the result of the variance analysis.

Table 5. Regression WWYD to Speaking

		Coefficients[a]				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	-37.783	48.932		-.772	.446
	WWYD	1.388	.743	.328	1.868	.072

a. Dependent Variable: SPEAKING

The regression equation formula is as follows:

Y = a +bX

Y = -37.783 + 1.388X

These numbers can be interpreted as, Constant of -37,783; This means that if the WWYD game (X_1) is 0, then the Speaking skill value is negative, which is equal to -37,783. WWYD game variable regression coefficient (X_1) of 1.388 means that if the student score increases by 1, then Speaking skill (Y) will increase by 1,388. Positive coefficient means a positive relationship between WWYD games and students speaking skills.

a. Hypoteses

Ha: there is any influence of WWYD game to the students' speaking skill at second semester of STIT Muhammadiyah, Tanjung Redeb.

H$_0$: there is no any influence of WWYD game to the students' speaking skill at second semester of STIT Muhammadiyah, Tanjung Redeb.

b. Determine the level of significance using a = 5% (significance of 5% or 0.05 is a   standard

   measure that is often used in research).

c. Determine t count; Based on the table obtained T count of 1.868

d. Determine t table

   The T distribution table is sought at a = 5%: 2 = 2.5% (2-sided test) with degrees of freedom

   (df) n-k-1 or 31-1 = 30 (n is the number of cases and k is the number of independent

   variables). With 2-sided testing (significance = 0.025) the results obtained for T Table

   amounted to 1.697.

e. Test criteria

   Ho accepted if –T Table ≤ T Calculate ≤ T Table

   Ho rejected if –T Calculate <-T Table or T Calculate> T Table.

f. Comparing t count with t table; Value of t count> t table (1,868> 1,697) then Ho is rejected.

g. Conclusion

   Because the value of T Count> T Table (1,868> 1,697) then Ho is rejected, meaning that

   there is a significant influence between WWYD games and Students speaking skills.

2.   Regression equation between drilling vocabulary and Students speaking skill

    Regression between drilling vocabulary and Students speaking skill describes in table 6

below

Table 6. Regression drilling vocabulary to Speaking

		Coefficients[a]				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	-24.162	2.399		-10.070	.000
	VOCAB	1.064	.032	.987	32.979	.000
a. Dependent Variable: SPEAKING						

The regression equation formula is as follows:

Y = a +bX

Y = -24.162+ 1.064X

These numbers can be interpreted as, the constant is -24.162; This means that if the Vocabulary drilling (X2) is 0, then the Speaking skill value is negative, which is -24.162. Variable regression coefficient of Vocabulary drilling (X2) of 1.064 means that the score of students has increased by 1, then Speaking skill (Y) will increase by 1.064. Coefficient is positively valued, meaning that there is a positive relationship between vocabulary drilling and students speaking skills.

a. Determine the hypothesis

    Ha: There is an influence of drilling vocabulary to students' speaking skills at second semester of STIT Muhammadiyah, Tanjung Redeb.

    H0: There is no influence of drilling vocabulary to students' speaking skills at second semester of STIT Muhammadiyah, Tanjung Redeb.

b. Determine the level of significance using a = 5% (significance of 5% or 0.05 is a standard measure that is often used in research).

c. Determine t count; Based on the table obtained T count of 32,979

d. Determine t table

    The T distribution table is sought at a = 5% : 2 = 2.5% (2-sided test) with degrees of freedom (df) n-k-1 or 31-1 = 30 (n is the number of cases and k is the number of independent variables). With 2-sided testing (significance = 0.025) the results obtained for T Table amounted to 1.697.

e. Test criteria

    Ho accepted if –T Table ≤ T Calculate ≤ T Table

    Ho rejected if –T Calculate <-T Table or T Calculate> T Table.

f. Comparing t count with t table, Value of t count> t table (32,979> 1,697) then Ho is rejected.

g. Conclusion

    Because the value of T Count> T Table (32,979> 1,697) then Ho is rejected, meaning that there is a significant influence between drilling Vocabulary and Students speaking skill.

3. Multiple linear regression analysis between WWYD games, drilling vocabulary and speaking

Table 7. Regression WWYD games and drilling vocabulary to Speaking
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.

		B	Std. Error	Beta		
1	(Constant)	-26.686	8.488		-3.144	.004
	WWYD	.042	.136	.010	.310	.759
	VOCAB	1.060	.035	.984	30.621	.000

a. Dependent Variable: SPEAKING

The regression equation formula is as follows:

$Y = a + b_1X_1 + b_2X_2$

$Y = -26,686 + (0,042) X_1 + (1,060) X_2$

The regression equation can be explained as follows:

a. Constants of -26,686; meaning that if the WWYD game (X1) and Drilling vocabulary X2 value is 0, then Student speaking skill (Y) is -26,686.

b. WWYD game variable regression coefficient (X1) of 0.042 means that if other independent variables are fixed values and WWYD games increase by 1%, then the variable students speaking skill will increase by 0.042. Coefficient is positive, meaning that there is a positive relationship between WWYD games on Students speaking skills.

c. Regression coefficient of variable drilling vocabulary (X2) is 1,060; meaning that if the other independent variables are fixed and Drilling vocabulary increases by 1%, then the variable students speaking skill will increase by 1,060. Positive coefficient means that there is a positive relationship between WWYD games on Students speaking skills, the higher up the drilling vocabulary, the more variable speaking skill increases.

Table 8. Coefficient Correlation

Interval Coefficient	Level Correlation
0.00 – 0.199	Very Poor
0.20 – 0.399	Poor
0.30 – 0.599	Enough
0.60 – 0.799	Good
0.80 – 1.000	Excellent

Table 9. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.787[a]	.974	.972	2.614

a. Predictors: (Constant), VOCAB, WWYD

b. Dependent Variable: SPEAKING

Based on the table above, the R number is 0.787. This shows that there is a very strong relationship between the WWYD game and the drilling of vocabulary for students speaking skills.

Discussion

The result of statistical computation using SPSS 22 for windows shows that the normality of the three variable that the significance for all variables is greater than 0.05, it can be concluded that the data on students speaking skill (Y), playing WWYD (X_1) and drilling vocabulary (X_2) variables are normally distributed. The writer thought it might be having normally distributed because this game could drill vocabulary that soon would use by the students to speak up their mind.

From the data on homogeneity test found that the significance of playing WWYD questioner and vocabulary test is 0.395 and 0.193. Because the significances are greater than 0.05, it can be concluded that the three groups of data on the influence of playing WWYD and the drilling of student vocabulary for speaking have the same variant, the greater the significant the homogeneity.

From the above output it can be seen that between the students speaking skill (Y) and drilling vocabulary (X_2) variables there is a linear correlation. The significance value in linearity is 0,000. It has linier relationship because the significance is less than 0.05. And for variable WWYD game (X_1) it can be seen that the significance value in linearity is 0.002. Because the significance is less than 0.05, it can be concluded that between the Speaking and Vocabulary variables there is a linear relationship. The writer has tried to find the linearity of these 3 variables at once in SPSS but it couldn't find the result because it caused error, so the writer decided to find the linearity of these one by one that is WWYD game to the speaking and drilling vocabulary to the speaking.

The result of simple regression equation above for " playing WWYD to Students speaking skill" and "vocabulary to students speaking skill have hypotheses that Ha accepted and Ho is rejected, meaning that there is a significant influence between these variables. And for multiple linear regression analysis between playing WWYD, drilling vocabulary and speaking

above shows that there is a very strong relationship between playing WWYD and the drilling of vocabulary for Students speaking skills. Based on the table 9 above, the R number is 0.787. This shows that there is a strong relationship (good) between playing WWYD and the drilling of vocabulary for Students speaking skills.

CONCLUSION

Based on the analysis result of this research, the statistic value performed in level good correlation among playing WWYD and vocabulary-drill used to the students' speaking skill during conducted for second semester at STIT Muhammadiyah Tanjung Redeb. It can be deduced that playing WWYD and vocabulary drill positively contribute and facilitate and help the students getting a confident in speaking about their opinion in English, and

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