DEVELOPING INTERPRETERS GAME TO ENHANCE SPEAKING SKILL OF ADULT LEARNERS IN TIDAR UNIVERSITY

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Abstract

"Language is a formal system of signs governed by grammatical rules of combination to communicate meaning." (Bloomfield, 1914).

It is stated above that language is used for communication. In communication, speaking is essential thing that made it goes well. However, enhance students' speaking ability in classroom still become a crucial problem. Some adult learners especially in Tidar University still hard to communicate well with it. In this 21st century, many kinds of methods are used to modernized education. This research aims to reveal one of modern technique to enhance adult learners' speaking skill, by interpreters game. It will be a combination of technological tool and teaching technique. Hopefully, students will improve their English-speaking skill, included fluency, accuracy, and vocabulary after getting touched by this teaching technique.

Keyword: Speaking, Communication, Interpreters, Technological Tool

Introduction

Bloomfield (1914) states that Language is used to communicate meaning. It deals with doing communication one to another whether it is with same language or not, but the point is deliver the meaning.

Speaking is a skill that has a close relation with communication. Usuaaly people are communiacting in speaking. If we want to communicate well means we need to improve our speaking as well. Because when people can speak better, they can deliver meaning better.

Students in 5th semester in Tidar university still have big worries deals with how well do their speaking skill are. Because they need to use English to teach students or to guiding people in tourist destintion. By this point, lectuerer need to find a method that effective to improve their learning. However, it is not only improve but can make them feel challenged in order to gain their interest, so that they will improve their skill quickly.

The aims of this study is reveal one of modern technique to enhance adult learners' speaking skill, that is interpreters game. It is a role play game, that can be played directly face to face as classroom game or with using chatware as a media inplaying.
The writer use qualitative method in discussing the result of this study.

Review of Related Literature

Communication
Speaking
Speaking is usually defined as 'repeating after the teacher, responding to a drill from tutor or performing of a memorized dialogue' (Shrum and Glisan, 2000). Some key points in speaking

are fluency and accuracy. Based on research from Nation (1988), by concernin in fluency, speaker will be easier in delivering their content of speaking and their speaking must be easier to be understood. Bygate (2005), stated that improving fluency can be by retelling their personal story, decribing picture or a place and others. The other point is accuracy, that deals to speaker that speak with correct grammar, vocabulary, and pronunciation. in building accuracy to students, it can be by drilling them to find, analyze and correct grammar and pronunciation error, also vocabulary used of the speaker.

Interpreting

Huson (2002) define interpreting as delivering the points of something from speaker in a way that can make listener understand it easier. In conclusion, interpreting not only can be from English to other language, but English to English as well. In interpreting, interpreters need to understand the point of the speaker well, and deliver it to people, so interpreters need to understand the context of speaking, choose which vocabulary that match well to its context, and so on.

Based on review above, the writer conduct a study that applying interpreters game in classroom to explore students speaking skill. The context of the game is roleplay, it will need 3 students, one act as local people, one as tourist, and one as interpreter. They will have a situation of the game before playing it, then have time to discuss and elaborate. for example if they become a tour guide for tourist, they need to explore the game, such as when they have atour and the interpreters are explaining about the place, then they suddenly meet a local seller who makes the tourist interested, and so on. In interpreting, interpreters need to describe the situation there, and give comment of something that eye catching while they are having tour. In doing the game, student not only can do it live or face to face, but they also can do it by using chatware. However when they use chatware, it is better to have a deal among one student and another before playing. When 3 students are palying the game, other students need to pay attention to them, they need to find, analyze, and correct the error that speaker made.

Methodology

Research Method
The writer use qualitative method in discussing the result of the data. The method is qualitative because it will be easier to describe and explain the result of thedata by using word, rather than formula. (Ndae, 2013)
Subject of the Study
The subject of the study/ participant is 15 students from TEFL class of 5th semester in English Department tidar University.
Instrument of Data Collection
The instrument that is used in this study is questionnaire. Questionnaire is a non-test instrument that given to the participants, consist of several statement and asked to the participants about ther personal thinking of that statement related to the study. (Arikunto, 2000)
Technique of Collecting the Data
The writer use qestionnaire in collecting the data from participants. The questionnaire is closed-questionnare that have four choices answers, strongly agree, agree, disagree and strongly

disagree of seven statements. The questionnaire asking about participants' personal opinion about the statements related to the study.

Technique of Analyzing the Data

The writer use the theory from Miles and Hubberman (1994) in analysing the data. By reduce the data collection, display it, then drawing a conclusion.

Result and Discussion

No	Statement	SA	A	D	SD
1	I pay attention on my pronunciation when I speak	11 (73%)	4 (27%)	0 (0%)	0 (0%)
2	While speaking I try to apply grammar rules	7 (47%)	7 (47%)	1 (6%)	0 (0%)
3	When I can't remember a word, I replace it with another word or explain what I actually mean	6 (40%)	9 (60%)	0 (0%)	0 (0%)
4	I evaluate how I speak after it is done	5 (33%)	10 (67%)	0 (0%)	0 (0%)
5	While interpreting, I practice catching speaker's main point	10 (67%)	5 (33%)	0 (0%)	0 (0%)
6	In interpreting, I practice predicting what the speaker is going to say by using context	5 (33%)	10 (67%)	0 (0%)	0 (0%)
7	While interpreting, I improve my speaking skills	8 (53%)	7 (46%)	0 (0%)	0 (0%)

Speaking Skill

In statement number 1 until 4, include in speaking skill sub topic. From the first statement, the writer try to know does pronunciation is something need to be concerned in speaking, the result is 73% of the participants answer strongly agree, and 27% answer agree. It shows that pronunciation is important according to them. According to them, saying something with wrong pronunciation can change the meaning which give effect to the context, so they need to pay attention to their pronunciation while speaking.

In statement number 2 "While speaking I try to apply grammar rules", 47% of the participants answer strongly agree and 47% answer agree. The common reason why they think so is because grammar is basic that need to be master while students exploring their skill. It can be learn just as grammar withoup apply it, and people cannot explore their skill with leaving grammar. Grammar knowledge and English-four skills is a combination that cannot be separated. However in this statement there are 6% of the participants answer disagree. They answer might be because as long as they can speak fluently even without correct grammar rules, native speaker still be able to catch their meaning, yet this way actually can make our speaking level degrees.

In statement number 3 "When I can't remember a word, I replace it with another word or explain what I actually mean", 40% of the participants answer strongly agree and 60%

answer disagree. It is important to keep speaking even when we got no idea of what vocabulary that suitable to the context, and etc. when we try to keep speaking by explaining what do we meant actually it will help us to find the vocab that we actually want to say. It gain our knowledge about the vocabulary as well.

In statement number 4 "I evaluate how I speak after it is done" 33% of the participants answer strongly agree and 67% answer agree. It reveals that evaluation is important for students, and it can be the way to develop their speaking skill.

From statement 1 and 2, it s actually talk about accuracy in speaking, no 3 talk about fluency, and number 4 talk about review. Why the researcher state it in detail because the writer want to know how their opinion in detail about speaking. Moreover, in teaching speaking in class they strategies should be interesting, in order to make them feel challenged to try that strategies. For this time, the researcher choose interpreting in order to try and reveal whether it will fit better or not since it is new for them.

Interpreting

Interpreting is an activity that has close relation with speaking, because an interpreter usually deliver speaker's meaning by speaking also, wheter it is in same language or not. Because those two things has relation, the writer then use this way to improve students' speaking skills. It is already implemented in class, and after the class is conducted, then the questionnaire is spread out, the results are mostly agree.

In statement number 5 that interpreting drill students to catch speaker main point, 67% answer strongly agree and 33% answer agree. The reason why they can be on agree side is because in interpreting context, role player are asked to deliver the meaning only by changing language, that is why they need to get the point to be deliver. When they are common with interpreting, they will be easier in catching the main point of what the speaker says, ans then interprete it.

In statement number 6 "In interpreting, I practice predicting what the speaker is going to say by using context", 33% of the participants answer strongly agree and 67% answer agree. Because they who are familiar with interpreting, it will be easy for the to predict what the speaker will respond if I speak A or B. If they think that stating some question will make them angry (e.g. personal life or personal information), they will not ask it eventhough it is questioned by local people for example. In other words, interpreter do not interprete it directly but analyse the word they need to translate first.

All in all, interpreters can be done to improve suents speaking skills. It can be done face to face, also by using chatware. By introduce stuents with interpreting, students will speak naturally, and know what they have to say in order to make those two speaker do not be misunderstanding.

Conclusion

Study is as significant result shows the participants strongly agree that interpreting has a close relation with speaking skill.the data reveals that participants mostly agree that fluency and accuracy is important in speaking skill. It includes grammar, vocabulary, and

pronunciation. The participants are confess that interpreters improve students speaking skill because it feels new for them, and make them feel challenged.

As a conclusion, lecturer need to find a strategies that suitable for them, the one is interpreting that become solution to explore their skill in order to do communication better.

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