

DEVELOPING “EXIT” GAME TO OVERCOME SENIOR HIGH SCHOOL STUDENTS’ SPEAKING ANXIETY

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Abstrak

Kecemasan berbicara merupakan salah satu masalah serius bagi siswa sekolah menengah atas. Hal ini harus segera ditangani karena dapat mempengaruhi proses belajar siswa. Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan, validasi dan kepraktisan game “EXIT” sebagai media untuk mengatasi kecemasan berbicara siswa SMA. Penelitian ini mengikuti pendekatan ADDIE oleh Branch (2009) untuk mengembangkan media. Penelitian ini melibatkan lima belas siswa SMA dan satu guru untuk memainkan permainan ini. Selain itu, nilai validasi media adalah 96 yang dapat dikatakan “Valid dan Berlaku”. Menurut hasil wawancara; siswa merasa senang dan rileks saat berbicara di depan teman-temannya. Mereka tidak menunjukkan kecemasan berbicara mereka. Mereka juga memberikan feedback positif terhadap game “EXIT”. Selanjutnya guru juga memberikan penilaian terhadap permainan tersebut. Berdasarkan hasil uji coba, tujuan utama telah terpenuhi. Singkatnya, game “EXIT” berlaku untuk mengatasi kecemasan berbicara siswa

Kata Kunci: Kecemasan Berbicara, EXIT Game, Game edukasi, ADDIE

Abstract

Speaking anxiety was one serious problem for senior high school students. It should handle as soon as possible because it could affect students' learning process. This study aimed to describe the development process, the validation, and the practicality of the "EXIT" game as a medium to overcome senior high school students' speaking anxiety. This study followed the ADDIE approach by Branch (2009) to develop the media. This study involved fifteen senior high school students and one teacher in playing this game. Besides that, the validation score for the media was 96 that could be considered "Valid and Applicable." According to the interview result, students felt enjoy and relax while speaking in front of their friends. They did not show their speaking anxiety. They also gave positive feedback toward the "EXIT" game. Furthermore, the teacher also gave an appraisal for the game. Based on the trial result, the primary goals had met. In short, the "EXIT" game was applicable for overcoming students' speaking anxiety.

Keywords: Speaking Anxiety, EXIT game, Educational Game, ADDIE

INTRODUCTION

According to Leong & Ahmadi (2017), speaking is one of the skills that needs to be developed and enhanced as effective communication. Speaking is one of the English skills besides listening, reading, and writing. It is an activity to produce the language and share the ideas orally. Speaking is a productive skill where the students have to produce language themselves and require knowledge of language features and process information (Harmer, 2007). Furthermore, speaking is a productive skill in which the speaker expresses and responses to others by using language. Other skills and components influence speaking; for instance, EFL learners should consider the

grammar and vocabulary they speak. Moreover, they should concern the other aspects of successful communication, namely situational aspect, culture, and politeness norm in the target language.

A study done by Boonkit (2010) reveals that there are some influential factors to consider for the adequate performance of English speaking skills, i.e., pronunciation, vocabulary, and grammar. In addition, the provision of the situation and speaking task frequency play essential roles in improving the students' fluency when speaking. In contrast, most students do not encourage speaking English due to the differences between Indonesian and English structures. It makes students find it challenging to produce sentences in the target language.

Sometimes, they make grammatical errors because they similarly transfer the native language to the target language (Wahyuningsih & Afandi, 2020).

Lack of vocabulary also becomes one of the speaking problems face by EFL students in Indonesia. They have a problem expressing their idea by using appropriate vocabulary when speaking English (Wahyuningsih & Afandi, 2020). Sometimes it is caused by limited time; they do not have enough time to think about the exact English vocabulary they speak. Widiati & Cahyono (2006) argued that lack of vocabulary is caused by a lack of prior knowledge about the topic. Before students speak using the target language, they should have background knowledge about the topic. By reading or listening to a specific topic, students will know what they will speak about and which appropriate vocabulary to express their idea. In addition, this problem also influences students' speaking anxiety because they do not have any idea to speak about the topic.

In the Indonesian context, the teachers tend to use their mother tongue to teach English in the classroom (Gistituati, Refnaldi, & Resmi, 2019). It makes English spoken forms rarely practiced in the language learning process. It causes students' speaking skills to not be well-developed compared to that of other skills. This situation makes students unable to speak confidently in an actual situation. According to Tokoz-Goktepe (2014), students were afraid of making mistakes when they speak in English. They feel anxious if they make a mistake when they perform. The other will judge or give negative feedback to them. When they cannot speak, they become more anxious (Atas, 2015). This situation may influence the EFL students' anxiety to speak in the target language. It is stated by Al Hosni (2014) that building a supportive atmosphere is necessary because the students need to say what they think or feel without feeling threatened.

To deal with students' speaking anxiety, the teacher needs to use some medium or tool to facilitate and engage the students in speaking activities in the classroom. Teaching speaking is complex activities that need some teaching aids or media to help teachers reach objectives during the teaching and learning process. Theory (Harmer, 2007) bringing suitable media in the classroom will encourage students to participate. The theory supported by the study conducted by Liu & Chu (2010) showed that the students were more engaged and curious by using the media to participate in the teaching-learning process. Furthermore, the teacher should create a comfortable atmosphere to not fear or anxiety to speak in English (Al Hosni, 2014).

On the other hand, most teachers only ask their students to repeat and memorize the conversation in the textbook to teach speaking without using media. This

activity can make students feel bored, so they have no motivation to speak using the target language. According to Leong & Ahmadi (2017) the students with low motivation have serious difficulties in speaking skills. That is why; the teacher needs some instructional media to build students' enthusiasm and eagerness in speaking activities.

Severe fewer educators developing games, especially teaching and learning English, it is necessary to develop a game to help teachers overcome the students' problems. According to Yalcin & Incecay (2014), spontaneous speaking activities such as games, role-plays, and debates help decrease the students' speaking anxiety. Using games in classroom activities engages students to learn more and can lead the students to interact with others while playing the game. The theory by Wright, Betteridge, & Buckby (2006) stated why using a game in learning the language. First, Language learning needs hard effort because students make an effort to understand, repeat accurately, and implement target language in conversation or written composition. It must be maintained over a long period. Therefore, games help and encourage students to sustain their interest and work. Second, students need to experience language. The game provides some activities that allow the students to take part, so they should understand what others are saying or have written, and they must speak or write to express their idea or give information. Moreover, the teacher can create context throughout the game.

In order to develop an excellent educational game, some criteria should be fulfilled. Hill, Sumarningsih, & Lestari (2013) mentioned five criteria of the game used in the English language teaching and learning process. Those criteria are explained further below. The first criterion is educating. The game used for learning should help students to achieve the objective of the learning. The teacher or game developer should consider students' age and proficiency level while choosing the game. The second is English promoting. It means the game facilitates the students to practice a lot of English activities. Therefore, the game developer needs to consider the difficulty level of the game, for instance, the level of the task involved, the quality and quantity of the words, and the sentence's complexity and length. Third, the criterion is easy to apply. It means the teacher and students can easily understand how to play the game and the rule of the game. The game developer should consider that the instruction has been written. Then, the game should be enjoyable so the students can enjoy and speak naturally in the target language. The last criterion is engaging. The game should motivate all the students to take part in the activity of the game.

The game that the researcher proposed is the EXIT game. This game consists of a square board and three cards: route card, destination card, and mission card. All of the instructions and explanations are stated in English. By playing this game, the students will have the experience of taking a trip on some tourism objects in Indonesia. While playing a role in the game, students should make sentences orally based on their location. Without any preparation or script, students are expected to speak spontaneously and naturally. By developing this game, the researcher hopes this game can solve the students' problems that lead to speaking anxiety.

Based on the problem described above, this article aims (1) to describe the development of the "EXIT" game being used as a medium to overcome EFL students' speaking anxiety, and (2) to find out the students' respond after using the "EXIT" game.

METHOD

The study used the ADDIE approach proposed by Branch (2009) to develop the EXIT game. ADDIE is one of the appropriate approaches for developing the educational product and other learning resources. There are several reasons for choosing this approach. First, this approach focuses on how overcome the students' problems by developing new instructional media. Second, the research phase is replicable and straightforward. In each phase, the researcher is allowed to evaluate and revise the product.

There are five phases to conduct the ADDIE approach: (1) Analyzing phase, the researcher conducted need analysis to identify the students' problem and determine the medium's goal. (2) Designing phase, the preliminary product was designed to consist of the board, route card, mission card, and the character. Then, the researcher continued to design the final form of the product by adding more components such as the box, the tokens, the rule book, and the handout, also revised the preliminary product. After all the product components were designed (3) in the Developing phase, the medium has been validated by the expert in terms of its content and the game as a medium in learning a language. (4) Implementing phase, the game was implemented in the small group to ensure that it can help the students overcome their speaking anxiety. Then, the researcher observed the activity and interviewed some students about using this game. (5) Evaluating phase, the researcher revised and evaluated the product at the end of each trial to ensure that the medium met the objectives of the study or not.

In developing the game, two experts, one material expert, and one media expert were invited to validate the appropriateness of the game in order that the game could be appropriately used as a medium to teach speaking. The

material expert was an English teacher of a senior high school in Gresik. He validated the game's content, including the language features used in the game and its relevance with the latest curriculum. The second expert was an English education lecturer experienced in developing and designing learning media for teaching. In completing the development process of the product, a field trial was conducted. It involved six tenth graders who were identified as having speaking anxiety during class.

There were three instruments, i.e., questionnaire, observation checklist, and interview guidelines used to collect the data needed for this study. The first questionnaire aimed to analyze students' problems and needs to speak in the target language. The second questionnaire was the material validation questionnaire. The purpose was to make sure the medium content was already suitable for the target of the study. The questions were related to the grammar used in the game component, the difficulty of language, and the relevancy of the content. Another questionnaire was the media validation questionnaire. The questionnaire contained some questions related to the design of the medium, the practicality of the medium (mechanism, medium physical form, Etc.), and the graphic (illustration, decoration, etc.). Besides, observation checklist was also used during the field trial process to see the effects of the game to the students and the error of the game when it was played by students so that it could be revised then. Additionally, an interview was also done to see students' responses and opinions toward the game.

To analyze the data, a qualitative approach was employed. All of the data were analyzed based on the order of the steps taken in this study. Firstly, the data from the need analysis questionnaire was analyzed to identify which students experienced speaking anxiety. The data gathered from material and media expert questionnaires were analyzed to revise the material and the product's design. Then, the data from observation and interview was also analyzed to see the game's effect and the students' response toward the game.

RESULT AND DISCUSSION

The development process of the 'EXIT' game

To describe the development process of the 'EXIT' game to overcome students' speaking anxiety, the five phases in the ADDIE approach were undertaken.

Analyzing

A need analysis questionnaire was distributed to 15 tenth graders to identify students' problems with speaking anxiety. The result showed that 6 of them were experienced speaking anxiety. Based on questionnaire

results, learners usually practice speaking through simple conversation from a textbook rather than spontaneous practice in the classroom. Thus, making a supportive environment by using media such as games could encourage students to speak spontaneously. 'EXIT' game was a suitable treatment for learners who experienced speaking anxiety in the classroom. It made students more relax and enjoy while speaking with their friends.

Designing

After conducting the analyzing phase, the EXIT game's goal was formulated, i.e., to promote as media to help students overcome their speaking anxiety. The game concept came from the collaboration of board games and role play. According to Hawkinson (2013), a board game for learning language goals was useful to involve language competence and build communication. In line with the game's goal, students must interact with the environment to reduce their speaking anxiety. After determining the goal of the game, one set of the preliminary product was designed. It consisted of a board and four kinds of cards: route card, mission card, destination card, and a character card.

a. Board

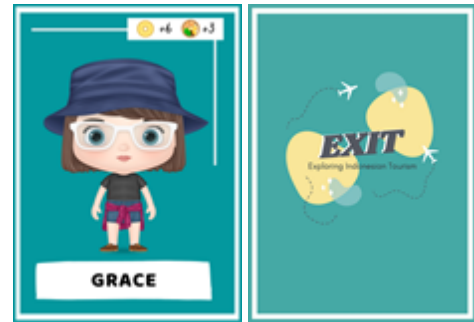
The board's design represented Indonesia as an archipelagic country, so the illustration was a group of islands, and each island had some tourism object. The color chosen was blue and green which symbolize sea and island. The board was printed on art paper size A3. Furthermore, there were some mission points and food points. The player's token was deducted if the player passed that point.



Picture1. Exit Game Board

b. Character card

In this game, the character cards were designed with the illustration of humans, and each card had a named group and different coins and food that would be used for the game. The size of the card was 6 cm x 9 cm. The color chosen was turquoise.



Picture 2. Character card.

c. Route card

Each route card had four tourism objects that the player might visit. The color chosen was green.



Picture 3. Route card

d. Mission card

Mission Card was a yellow card containing some tasks for the player. When the player arrived at their destination or passed the mission point, they should take a mission card and do the task mentioned on the mission card. If they successfully did the mission, they would get additional coins or food.



Picture 4. Mission card front.

e. Destination card

Destination Card was the blue card that contained some hints vocabularies (adjective and noun) that indicated the tourism places. The destination cards also provided a bar code linked to the website in a complete description of each available place. The back of the cards had different illustrations based on the destination described on each card.



Picture 5. Destination card

After designing one set of preliminary products, the researcher added some components: a manual rule book, the box, and three kinds of tokens: coin, food, and character.



Picture 6. The box, rule book, and three kinds of tokens

EXIT game was a board game with several mission cards that lead the students to interact using English. The game also had a background story that places the players in an imaginary environment. The environment used in this game was Indonesian Tourism objects such as Borobudur Temple, Nusa Dua Bali Beach, Komodo Island, Etc. There were some hints of vocabulary, adjectives, and nouns related to the tourism place in the destination cards. From it, students would learn how to arrange a correct sentence to explain the visited destination. If they still could not arrange the sentence because they did not know the pattern or grammar, a bar code that links to the website, which contained a complete description of each place, was provided. Thus, the students could speak fluently and did not need to feel anxious because they could read and gain more information from the website before describing the destination. The purpose of creating this game was to let students get an experience by playing this game. They got the experience when they interacted with the environment and other players.

Through enjoyable interaction among them, this game aimed to help the students deal with their speaking anxiety.

Developing

In the developing part, the EXIT game was validated by an English lecturer. All the components were given a score based on several categories: clarity, relevancy, validity, bias, and grammar. There was a box with the EXIT logo on it. The rules were also written in two English and Indonesian languages in order that the students could play them easily. Based on the media validation result, the EXIT game got a score of 43/45 that could be categorized as valid, and it could be applied in the classroom. There were minor revisions, including grammatical errors and additional names for each card EXIT game.

Implementing

In this part, the EXIT game was played by a group of students consisted of 15 students. Three trials were done in the field trial. The first trial was done in 15 minutes. The students were still uncomfortable with the game and could not play it quickly because they still did not understand the rules. On the second trial, students already knew how to play the game. Although they were shy, they could already speak within 1-2 minutes before their friends. The last trial was done longer than before, around 25 minutes. All students played the cards and spoke clearly within 2-3 minutes.

Evaluating

Regarding suggestions given by the experts, two significant areas should be revised. First, students were still confused about the rule and the game's flow in terms of mechanism. Moreover, they were still confused about what they did next. The game has then revised the rule by writing a brief explanation of the rule. Second, there was an additional name for each card of the EXIT game in the design part. After the revision, the students could play the game more quickly. The interactions among the students created a supportive atmosphere to overcome their speaking anxiety.

Based on the media validation result, it could be concluded that the EXIT game was already valid and applicable to use. It was described as follows.

Table 1. Medium Validation Score

No.	Aspects	Range					Score
		1	2	3	4	5	
1.	Clarity of game					√	5
2.	Relevancy					√	5
3.	Validity					√	5

5.	Bias					√	5
6.	Grammar used					√	4
7.	Understandable Instructions					√	4
8.	Design of box					√	5
9.	Design cards					√	5

Based on the table above, the mean score was 96% from the maximum score, categorized as "valid," and could be applied for teaching speaking in the classroom. In terms of design, both of box and cards were appealing for students. Because the design was in the form of cards, the students could use it easily. The EXIT game content was also understandable for speaking practices in big groups. In the first trial, most students were shy and could not speak longer than one minute. After the second and third trials, they were excited and attracted because they knew the game's flow. Although they sometimes did not discuss the target language, they still spoke and described the destination clearly in the target language. In short, the EXIT game was applicable for senior high school students to overcome their speaking anxiety.

Students' response after playing the "EXIT" game

To gain data regarding students' responses, an interview was conducted with the students after playing the "EXIT" game. The "EXIT" game was attractive to encourage the students to describe all of the destinations in the cards. Besides, all students were also curious about the barcode in the corner of the cards. They tried to scan the barcode, and they were excited because there was an explanation about the destination. The students said *that the card and game box was good. There was also a barcode that makes it easy when they were difficult to find references about the tourism location*".

On the other hand, students also felt the competition atmosphere while playing this game because there would be a winner. Both coins and foods that they collected could be counted as scores at the end of their journey. The students said that while playing, they are challenged to complete mission cards and earn coins. However, they were still shy on the first trial and only spoke using cued phrases inside the destination card. There was no time limit while playing the "EXIT" game. Thus, students played it for more than 30 minutes.

Comparing students' opinions about the "EXIT" game and other games, the "EXIT" game was the first English game that could encourage them to speak well in front of their friends. It was because the game offered enjoyment.

It is in line with a study conducted by Grant, Huang, & Pasfield-Neofitou (2014) that environment also influences students' anxiety in speaking. Therefore students need a supportive and less stressful environment to reduce their anxiety. The "EXIT" game supported making a less stressful environment suitable for students who wanted to overcome their speaking anxiety.

From the trials, it is found that speaking anxiety is one kind of problem that should be handled, especially for senior high school students. On the first trial, students were shy and could not speak well. They were afraid to make mistakes while speaking English in front of their friends. It was in line with the study conducted by Tokoz-Goktepe (2014), who also found similar conditions when they speak in English. Thus, students started to relax on the third trial of the game.

CONCLUSION

Based on all of the steps taken in developing an education game, namely the "EXIT" game has successfully developed. The finding from the expert validation shows that the game is applicable to use as media to teach speaking English in classroom. Besides, the result of researcher's observation during field trial shows that the EXIT game is appropriate medium to overcome students' speaking anxiety. The game can create relaxing atmosphere which make students relax to speak in English. Additionally, the students give positive comments toward the game. They agree that the "EXIT" game is attractive and could motivate them to speak to each other. Based on the students' opinions, both illustration and idea are excellent because the design is appealing, and they can play the game easily. It also creates made supportive atmosphere for them to speak well.

Suggestion

There are some suggestions regarding the "EXIT" game. First, it would be better if the EXIT game could be played in the big classes to upgrade students' confidence. Moreover, the atmosphere will be competitive than before. Second, concerning technology development, the "EXIT" game should be developed into a digital version that can be accessed by smartphone or computer. Thus, people can play the EXIT game easily through a digital platform.

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