

Applying CGC (Close Gank Challenge) Technique to Increase Students' Speaking Skill

Dessy Kusumawati

Guru Bahasa Inggris, SMP IT Al-Hilmi, Dompu, Indonesia

*Correspondence Author Email: dessykusumawati29@gmail.com

Abstrak: CGC adalah metode inovasi dari metode Percakapan tetapi yang satu ini memiliki cara yang berbeda untuk mengajar bahasa Inggris. CGG fokus pada berbicara yang mengambil bagian di mana-mana dalam aktivitas sehari-hari. Pendekatan ini mendorong partisipasi siswa dan menyiapkan siswa untuk menghadapi komunikasi kehidupan nyata. Di ujung tombak, cara percakapan benar-benar dapat meningkatkan kemampuan berbicara dan kepercayaan diri siswa. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Subyek penelitian ini adalah siswa kelas 9 SMP IT AL-HILMI Dompu. Kelas yang dipilih adalah kelas 9 Akhwat yang terdiri dari 20 siswa di dalamnya. Dalam melakukan penelitian, peneliti melakukan observasi kelas, merekam video, dan wawancara untuk memastikan pemahaman siswa. , Temuan penelitian menentukan bahwa tindakan dan implikasi teknik CGC dalam proses belajar mengajar keterampilan berbicara terus meningkat. Semua data ini menunjukkan bahwa siswa menunjukkan sikap dan respon yang positif selama proses pembelajaran teknik CGC (*Close-Gank Challenge*) membantu siswa dalam belajar berbicara dengan mudah. Berdasarkan data dan analisis data, ternyata nilai siswa jauh meningkat.

Kata kunci: CGC, Teknik Mengajar, Bahasa Inggris, Berbicara.

Abstract: CGC is an innovative method from the Conversation method but this one has different ways to teach English. CGG is focused on speaking that takes part everywhere in daily activities. This approach encourages students' participation and gets ready the students to face real-life communication. At the leading edge, conversation manner can actually boost the students speaking and self-confidence. The type of research used in this study is classroom action research. The subject of this study is the students in 9th Grade of SMP IT AL-HILMI Dompu. The class chosen is 9th Akhwat Grade that consists of 20 students within. In conducting the research, the researcher did classroom observation, video recording, and an interview to make sure the students comprehension. , Research findings determined that the action and implication of the CGC technique in the teaching-learning process of speaking skill continued to improve. All of these data indicated that the students demonstrated a positive attitude and response during the teaching learning process CGC (*Close-Gank Challenge*) technique assisted students in learning how to speak easily. Based on the data and data analysis, it appeared that the student's scores much improved.

Keywords: CGC, Teaching Technique, English, Speaking.

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INTRODUCTION

As a globalization of era, English is the best thing for daily activities. Globalization era makes English more widen. In the fact, English become secondlanguage especially in Indonesia. Brown (1994) in Celce and Murcia (2001) states that speaking is very crucial for students in studying about language yet the students focus to be able make a communication with other. Speaking and writing English have been essential

benchmark ability in the professional world. Being a student in junior high school is necessary for studying English. It's a golden age to study about language mainly English. Since teacher becomes a professional educator to teach English method for greatest effectiveness especially student's acquisition, designing and applying material, test, and practice. It means that teacher an improvement with suitable steps of teaching atmosphere.

In case, teaching English by applying an innovation method (CGC-Close Gank Challenge) in order to get the best result of teaching process will give better contribution to reach fantastic learning outcome. Using an innovation method the students are available for enjoying and chilling the English lesson for creating fresh atmosphere in the class. According to Fitria (2017) that the teachers position with strength, readiness, and competence are neat for students because the students necessary to increase the elements of speaking skill (pronunciation, grammar, vocabulary, interaction, turn-taking and self- confidence). Also Luoma (2004) mentions teaching and testing masters always discuss about speaking as a term to those students have to learn and improve. So, the students have to speak with the close-friends and teachers.

CGC is an innovation method from Conversation method but this one has different ways to teach English. CGC is an interactive method that the teacher gives a theme for guiding the student's ability after that one of the students will stand in front of others and talk properly while mentioning gank's name without telling the friends first. Gank should be answered the conversation and if available the students will ask to other students as well. As well as, the student gets enthusiastic. CGG is focus on speaking that takes part everywhere of daily activities. Base on the (Radzi, Azmin, Zolhani & Abdul Latif (2007) states that this approach encourages students' participation and gets ready the students to face real-life communication. At the leading edge, conversation manner can actually boost the students speaking and self-confidence in order the students don't feel ashamed while speaking English.

In point of view, Innovation method of conversation can be said as a way to guide students for practice speaking English since it makes the students easier and feels chilling out the learning process. Innovation method of conversation is also dialogues and exercises that focus on the learning devices the learning begins. It illustrates applying on of the functions and structures of students' require. It can describe when the students' start the conversation and other will prepare soon for advancing of its (Lalogiroth and Tatipang, 2020).

Applying CGC technique focuses on the student's Self-confidence, vocabulary and pronunciation in teaching speaking. It also provides, encourages and attracts the students' learning process. The researcher will also observe the classroom activity during the implementation and find some improvement after implementing the actions and get able to speak English easily and have fun in daily communication.

Richards in Thornbury and Slade (2006) comments with certain linguistic characteristics are required to talk about the initiative, ask questions, or express

endorsement of this. The students can be learned like any other language feature. But the students also need a personality willing to do such things in situations where the students know you will be appreciated. Outreach conversations can be intentionally encouraged as a language learning strategy as part of a program that helps learners to be themselves. However, the students will only attempt to use it in a test if the students know it will result in a positive score. In practice, this success is highly dependent on the interviewer's ability to create the right atmosphere, and it is a matter of human character.

Based on the description above, this classroom action research aims to determine the increase in students' speaking skills using the CGC technique and to know the students responds on learning activities in the classroom.

METHOD

The type of research used in this study is a classroom action research. Ideally, that would be done by 2 cycles with four steps: planning, action, observation and reflection. The subject of this study is the students at 9th Grade of SMP IT AL-HILMI Dompu. The class chosen is 9th Akhwat Grade that consists of 20 students within as population. There is also a cycle of CGC technique research procedures that is conducted in this study. The first is a pretest, in which researcher measure how well each student is progressing in speaking skills before being directed to a CGC technique. The second is a cycle where the student is already teaching through her talk while she is speaking in front of the class.

RESULT AND DISCUSSION

Data was analyzed using qualitative and quantitative data. Qualitative data was obtained from observation sheets, interviews, diaries and documents. Quantitative data was obtained from the average student scores when the test was administered. The study was conducted in the class of 16 students. Two cycles were performed start from 16th February to 17th February 2023. Each cycle consisted of four steps: plan, act, observe, and consider. The 1st cycle consisted of two meetings, including Pre-Testing, Material Handling, and Post-Testing I, and the 2nd cycle consisted of the two meetings of Material Handling and Post-Testing II. Post-test I in the first cycle and post-test II in the second cycle.

Students ability at speaking after being taught by applying Guided Conversation Strategy in Cycle I

In the first cycle, CGC technique was used to present the teaching and learning activities. Teaching and learning took place within a 70-minute cycle. This technique of learning demonstrates the learning process by making the student the star of the show, or learner-centered learning (Student Center). This learning places a greater emphasis on the students, thus the learning activities are more involved in helping students discover a concept that they develop from their daily experiences at both school and

home. With that, students were able to overcome their difficulties with the activity of thinking and locate and share their perspectives on any issues relating to the learning they had encountered in the field. Prior to conducting the research, the plan was established.

All the planning required for the process of research preparations included analysis and observation, examination, student testing, preparation of observation sheets, questionnaire design, and conversation card creation. Lesson plans were created by the researcher during two meetings. For each meeting, it would take 70 minutes to complete.

At the conclusion of the first cycle meeting, the researcher assessed the teaching and learning process. As a teacher, the researcher questioned the students about any issues they were having comprehending the lecture. The results of the two meetings were evaluated, and this reflection helped the researcher create the second cycle to make sure the students' speaking skill. To increase the kids' test scores, a second round was held. The pupils themselves may provide the evaluation.

Test results, student attitude observations, diary entries, and test results. Every activity taken during the observation was recorded in a notebook for sharing during reflection. During these phases, the behavior and responses of the students during the teaching and learning process were documented. Based on the findings, the researcher decided to carry out the second cycle in an effort to improve the outcome.

Table 1. The students' score in post test of the first cycle

No	Initial	Elements of Speaking					Total score	Criteria (>78)
		V	G	P	F	S		
1	L	15	20	15	20	15	85	Success
2	Ns	10	20	20	20	20	90	Success
3	L	20	20	20	20	20	100	Success
4	Ni	15	10	15	10	20	70	Unsuccess
5	Ny	15	10	15	20	15	75	Unsuccess
6	Na	10	20	15	20	20	80	Success
7	K	20	15	15	15	20	85	Success
8	Ai	15	15	15	15	20	80	Success
9	H	15	15	10	15	10	65	Unsuccess
10	La	10	15	15	15	15	70	Unsuccess
11	Nam	15	15	25	15	20	90	Success
12	Ca	15	20	15	15	15	80	Success
13	S	10	15	10	20	20	70	Unsuccess
14	A	15	15	20	20	20	90	Success
15	Nab	20	15	15	15	15	80	Success
16	Put	15	15	20	15	15	80	Success
		Total					85	Success

The table analysis revealed that the students' language mastery got best improving of Speaking English ability. The average student score, as can be seen, was 85. 11 out of the pupils received a success score, or 68% of the students. On the other hand, 5 pupils received failing grades, or 32%. It is evident that the kids' proficiency in speaking skills is increased. As a result, the first cycle's post-test was deemed successful.

For making sure for the other students who is still low and for increasing other students, the researcher will carry out once more the second cycle.

Students ability at speaking after being taught by applying Guided Conversation Strategy in Cycle II

Similar to the previous cycle, guided discussion was used to hold and present the teaching and learning activities in the second cycle. The teaching and learning cycle lasted 70 minutes. Based on the findings of the first cycle of reflection, the researcher formulated plans.

In this cycle, the teaching and learning technique included CGC technique. Students' learning of the speaking process was stressed more in this cycle. The researcher intended to use the CGC technique in this situation, but with a different lesson to improve their speaking skills. Additionally, the researcher intended to provide precise pronunciation samples for the words that might be found on the lesson theme. The lesson plans are additionally included in the appendix.

The researcher focused on and watched the teaching and learning process throughout this cycle. The researcher noted the pupils' level of activity by marking their structural observation draft with a point. The researcher then noted the findings of the investigation and gave each student's proficiency in discussion with their companion a point in the structural observation draft.

The activeness ability and analysis score are among the results of observation that the researcher considers. The pupils were more engaged in speaking throughout this cycle and were much more capable than before during the first cycle. The outcome of the observation was used in this step to provide feedback on the teaching and learning process. The researcher used observation and result testing to could be drawn the following conclusions. The researcher could improve the students' speaking abilities by providing CGC technique may be concluded as follows by facilitating, the researcher could improve the students' speaking abilities. Based on the observation sheet, it was determined that showed to advance at each meeting. Every student was visible participating in pleasant and enthusiastic ways.

The Students Responds on Learning Activities in the Classroom

The process of teaching learning in the implementation of the CGC technique in class was more active and active than the first meeting, and the majority of students enjoyed their activities. They were engaged in active practice of the conversation card dialogue. According to the diary notes, the students were active and enthusiastic during the teaching learning process after implementing CGC technique. Some students, however, are too lazy to speak English. However, once they were aware of the procedures for developing speaking skills through CGC technique, they became active and interested in speaking.

The level of student activity during the teaching learning process was measured using an observation sheet. The observation was focused on the teaching learning process by using a CGC technique that was applied to students' activities and behavior

students' mastery of speaking ability and interaction with teacher. According to the observation sheet, students were active and enthusiastic in speaking by using CGC technique. Although they were still confused about the pronunciation in the first meeting, the CGC technique created a good environment in the teaching learning process, encouraging students to speak actively and independently so that they could improve their speaking skills in the next meeting.

CGC (Close-Gank Challenge) technique is a strategy for teaching English that helps students mastering their speaking skills. The researcher discovered that in the first cycle, students' scores a little bit change significantly from pre-test to post-test I. Despite the researcher's use of CGC (Close-Gank Challenge) technique in teaching speaking skills, the students received higher scores. It was caused by the students' enthusiastic of CGC (Close-Gank Challenge) technique.

According to the research, CGC (Close-Gank Challenge) technique was effective or could be used to teach speaking. The tables that showed the increasing of students' scores from the pre-test, post-test of cycle I, and post-test of cycle II demonstrated this. The researcher was able to control the class and create an active class because the teacher knew how to control the class. Furthermore, CGC (Close-Gank Challenge) technique assisted students in learning how to speak easily. Based on the data and data analysis, it appeared that the students' scores much improved. Furthermore, the teaching and learning process in the second cycle was more engaging.

CONCLUSION

Based on the findings and discussions about improving students' speaking ability by using CGC (Close-Gank Challenge) technique, the CGC (Close-Gank Challenge) technique is an effective technique for improving students' speaking abilities in terms of pronunciation, vocabulary and self-confidence. It is demonstrated by The research aims to improve students' ability in speaking skill by using CGC (Close-Gank Challenge) technique at ninth grade students of SMP IT AL-HILMI Dompu, the research was carried out using classroom action research, which consisted of four steps: planning, action, observation, and reflection. This study focused on at ninth grade students of SMP IT AL-HILMI Dompu during the academic year 2022/2023. There are 16 students in total. This study's data analysis technique employs both quantitative and qualitative data. The quantitative data came from the Speaking Test. The qualitative data came from an observation sheet, an interview, and a diary note and documentation. Data analysis revealed that students' ability to speak improved with each cycle. The mean of the pre-test was 67, the mean of the post-test I was 85, and the mean of the post-test II was 95. Based on the data, the researcher can conclude that using the using CGC (Close-Gank Challenge) technique improved the students' ability to speak.

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