



The Effectiveness of Using Cup Stacking Game to Improve Speaking Skills

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DOI: 10.37729/scripta.v12i1.6113

Abstract. The Cup Stacking Game is an effective instrument for improving pupils' speaking skills. This study investigates the efficacy of a cup stacking game in enhancing students' speaking abilities. This study seeks to elucidate the speaking abilities of eighth-grade students at SMP Negeri 3 Gombong for the academic year 2024–2025 and to ascertain the efficacy of the cup stacking game as a method for improving these skills. This investigation was designated as experimental research. The research population consisted of eighth-grade students. The sample comprised 64 pupils segregated into two classes. The researcher employed a test as a tool to get the data. The researcher employed both inferential and descriptive statistical analyses to evaluate the data. Upon analysis of the data, the mean score of the experimental group exceeds that of the control group ($78.25 > 72.13$). Additionally, the t-value is -3.491 with a two-tailed significance. The value is less than 0.05 ($<0.001 < 0.05$), signifying the acceptance of H_a and the rejection of H_o . The study's findings indicate that the Cup Stacking Game improves the speaking ability of eighth-grade students.

Keywords: Effectiveness, Cup Stacking Game, Speaking skill

1. INTRODUCTION

Communication becomes an important aspect of life because it builds good relationships with other people. The process of communicating with people has become routine [1]. Humans communicate with other people by using language as a medium [2]. People can engage, exchange information, and communicate with one another by learning a language [3]. Language is a bridge for establishing connections between individuals, communities, nations, etc. Language is also utilised to understand the environment and the sharing of knowledge, science, opinions, and experiences amongst generations in different eras of history [4].

We need the English language, which we refer to as the international language to communicate with everyone worldwide. English is regarded as a universal language since it is used by people worldwide, especially for educational and business purposes [5]. English plays a significant role in science and technology and worldwide communication due to its status as an international language. Speaking is crucial for English language learners since it will enable them to interact with others orally [6] [7]. Speaking is about delivering message that is essential to conveying messages in communication [8] [9]. Improving communication skills, mainly speaking ability, has recently received more attention in language education. For many foreign language learners, mastering English speaking is the most important thing [10]-[12]. Speaking is the most challenging skill compared to others [13]-[14]. Students who want to confidently and accurately express their ideas, thoughts, and opinions need practical communication skills [15]-[17]. A good speech is accompanied by fluency and accuracy, which students must learn and enhance competitively [18]. The students must engage in various speaking and conversation exercises to help them in everyday interactions [19].

Studies that have been conducted in the past to improve students' speaking abilities have been conducted in a variety of ways, including by motivating the students themselves [2]- [18] or by having them practice based on tasks [19]-[21]. There were a few of them who exercised reflection through evaluation, and the majority of them practiced spoken English due to interest rather than societal pressure. In today's world, young students typically incorporate some kind of application as a medium to achieve proficiency in spoken English. Use of Duolingo apps that are based on Android [23], [24] and Deepseek apps that are based on

Windows [25]. It is the most recent study that has been discovered. They are often used by Indonesian students because they provide them with a framework for learning how to pronounce certain words. A study was conducted on the social club of English language learning through Whatsapp, which has the potential to excite English language learners as well as native speakers through voice notes, allowing people to learn without experiencing anxiety [26]. The purpose of this study is to investigate the role of the game station as a catalyst for young learners to engage in English-language conversation during synchronous learning [27]. Both of them are able to converse with one another, despite the fact that they do not speak English or are located in separate places. There is a significant number of pupils that struggle to improve their speaking abilities. Students constantly have difficulties when learning English as a second language because they are in the process of learning a language that is not their native tongue [28].

Even with the efforts of teachers and the availability of various teaching methods, there are still some students who struggle to communicate in a way that is both clear and effective at the secondary school in Gombong, Indonesia, which is SMP Negeri 3. Additionally, there is a lack of interesting and participatory approaches, which may cause pupils to be less involved in the process of learning English. It is possible that certain pupils will have a more difficult time learning English since they have not had sufficient exposure to the language. The kids have difficulty communicating verbally due to a lack of language and confidence, that they are fearful of making mistakes, that they are confused of what to pronounce, and that they have a limited vocabulary command. The objectives of the study are to elaborate on the ways in which kids can be inspired to raise their voices by playing with an application.

Learning that is boring and does not include students actively can lead to students feeling helpless in their efforts to improve their speaking skills, and a monotonous learning experience can also lead to students becoming bored [28]-[30]. In order to find a solution to the issue and to encourage the growth of students' speaking talents, it is necessary to employ methods that are both creative and entertaining [29]-[31]. Learning variants are required in order to guarantee that activities are not restricted and that the learning environment is always conducive to learning [35]. Because they are the primary facilitators of learning, teachers have a tremendous obligation to ensure that classroom instruction is not only instructive but also fascinating and vibrant [36]. This task is more than just a personal responsibility. The most recent research about the Game-Based-Learning approach that is utilized in this course came to the conclusion that it has a beneficial effect on the English proficiency of Thai pharmacy students [37]. A further finding of the investigation was that the majority of students enrolled in higher education felt that game-based learning approaches are more compelling than traditional methods of learning English [38].

The cup stacking game has drawn interest in this topic as a potential medium to improve students' speaking skills. In a race against time, players of the cup stacking game must arrange and stack cups in various patterns. Cups can be piled in pyramids of all sizes and shapes or made into walls or towers [39]. This game encourages the growth of important language abilities like pronunciation, vocabulary usage, fluency, and sentence structure, in addition to providing a pleasant learning experience. Although there may be advantages to including the cup stacking game in language learning exercises, limited research has investigated its efficiency in improving speaking ability, especially for eighth-grade students. As a result, there is a lack of studies on the effects of using the cup stacking game as a pedagogical tool in the context of SMP Negeri 3 Gombong.

Through the examination of the effectiveness of the cup stacking game in assisting eighth-grade students at SMP Negeri 3 Gombong in improving their speaking abilities, the purpose of this research is to address the research gap that has been identified. The purpose of this research is to provide educators, curriculum developers, and policymakers with valuable information by examining the impact that this game has on the speaking abilities of children. Because of this, they will be more equipped to make decisions on the implementation of novel teaching approaches to improve the speaking abilities of pupils. In general, the purpose of this study is to fill the existing research gap and provide empirical evidence that the cup stacking game is effective in enhancing the speaking abilities of eighth-grade students at SMP Negeri 3 Gombong.

2. METHOD

Experimental approaches are utilized in this research, which is quantitative in nature. In the context of controlled conditions, experimental research is a strategy that is utilized to ascertain the influence that a certain treatment has on other variables [40]. SMP Negeri 3 Gombong was the location where the event was held. Between the months of July and September of 2024, the research was carried out. The independent variables and the dependent variables are included in these variables. For the purposes of research, the term "population" refers to a group of individuals or objects that have been judged by the researcher to possess particular features and attributes, and from which conclusions are formed [40]. All of

the students who were enrolled in the eighth grade at SMP Negeri 3 Gombong were included in this study's population. For the purposes of this investigation, there are a total of 220 students involved. The sample is the subset of the population that has been selected to serve as the researchers' representative sample for the study. The author of this study chose 64 pupils to serve as the sample for this investigation. Inferential data analysis, which included normality tests, homogeneity tests, and hypothesis testing, was utilized by the researcher in order to delve into the statistical information. Additionally, descriptive data analysis looked at variables such as the mean, median, mode, variance, range, and standard deviation.

3. FINDINGS

There were two classes that the researcher attended: the experimental class and the control class. In total, there were sixty-four pupils enrolled in college. During the pre-test, treatment, and post-test, the researcher gathered data from all three subjects. In order to determine the measures of central tendency of the data, the researcher utilized SPSS. The findings of the descriptive analysis indicate that the cup stacking game is effective in improving the speaking skills of the students. The following is the outcome of the calculation performed by SPSS:

Table 1. Result of Descriptive Analysis

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest Experiment	32	52	80	2072	64.75	5.962	35.548
Posttest Experiment	32	60	92	2504	78.25	7.107	50.516
Pretest Control	32	48	76	2116	66.12	7.038	49.532
Posttest Control	32	60	84	2308	72.13	6.927	47.984
Valid N (listwise)	32						

If we look at table 1, we can see that the experimental class has a higher mean score on the pre-test than the control class does ($64.75 > 66.12$). Additionally, the experimental class has a mean score of 78.25 on the post-test, whereas the control class has a score of 72.13.

Inferential Analysis

In this particular investigation, the researcher makes use of the SPSS calculation in order to determine whether or not the data follows a normal distribution. An examination of the normalcy test is carried out by the researcher on both the experimental class and the control class.

Table 2. Result of Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.38541945
Most Extreme Differences	Absolute	.095
	Positive	.074
	Negative	-.095
Test Statistic		.095
Asymp. Sig. (2-tailed) ^c		.200 ^d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 3. Result of Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.68567079
Most Extreme Differences	Absolute	.121
	Positive	.101
	Negative	-.121
Test Statistic		.121
Asymp. Sig. (2-tailed) ^c		.200 ^d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

As can be seen in Tables 2 and 3, the experimental and control classes both have values that are higher than 0.05. The data follows a normal distribution, and the values are 0.200.

Table 4. Homogeneity Test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar B.Ingggris	Based on Mean	.172	1	62	.680
	Based on Median	.332	1	62	.566
	Based on Median and with adjusted df	.332	1	55.511	.567
	Based on trimmed mean	.202	1	62	.655

The researcher concluded from the table that the result (Sig. = 0.680) was greater than 0.05 (0.680>0.05). It indicates the homogeneity of the data.

Table 5. Result of Hypothesis Test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Hasil Belajar B.Ingggris	Equal variances assumed	.172	.680	-3.491	62	<.001	<.001	-6.125	1.754	-9.632	-2.618
	Equal variances not assumed			-3.491	61.959	<.001	<.001	-6.125	1.754	-9.632	-2.618

The t-values for the equal variances assumed and not assumed are -3.491 and -3.491, respectively, as shown in the table. The significance level (two-tailed) is less than 0.001 for assumed equal variances and less than 0.001 for variances that are not considered to be equal. The t-value is -3.491 when the significance threshold is higher than 0.001 and lower than that. Clearly, this demonstrates that there is a considerable difference between the experimental class and the control class after the post-test. The hypothesis statement (Ha) is accepted due to the assumption of a two-tailed significance level (Sig.) at the same variance. Additionally, it is not expected that the same variance is lower than 0.05 (<0.001<0.05).

4. DISCUSSION

Descriptive Analysis Interpretation

Both a minimum score of 60 and a maximum score of 92 are available to students who are enrolled in the experiment class. The experimental class's eighth-grade students at SMP Negeri 3 Gombong had good category results in their speaking abilities, with a mean score of 78.25, a standard deviation of 7.10, and a

variance of 50.51. These results indicate that the kids' speaking abilities did well. This means that the mean is somewhere in the range of 66 to 79. From a total of 32 samples, two students (6.25%) were deemed to have sufficient speaking, twelve students (37.50%) were deemed to have good speaking, and eighteen students (56.25%) were deemed to have exceptional speaking. With a maximum score of 84 and a minimum score of 60, the students in the control class have the highest possible score. The kids in the control class at SMP Negeri 3 Gombong, who were in the eighth grade, had good category results on their speaking abilities. This was demonstrated by the fact that their mean score was 72.13, their standard deviation was 6.92, and their variance was 47.9. The mean takes place somewhere in the range of 66 to 79. There are seven students who are considered to have sufficient speaking, seventeen students who are considered to have acceptable speaking, and eight students who are considered to have exceptional speaking. These results are from a total of thirty-two samples.

Inferential Analysis Interpretation

The researcher analyzed the data and interpreted the results of that analysis in this phase. The results of the homogeneity test, the normality test, and the hypothesis test for each group are displayed in the analysis that was performed previously. Both the experiment class and the control class were able to pass the homogeneity test with flying colors. According to the computation, the outcome of the test was 0.680, which indicates that the data is homogeneous because it has a value that is greater than 0.05. Following that, the outcomes of the experiment and the control-class normality test were computed, and the results ended up being 0.200 (Asymptotic Significance with Two Tails). If the values are greater than 0.05, then the data falls into the category of being typical. When this is taken into consideration, the results of the t-test for both the experiment and the control class have a significance level that is lower than 0.001 (Asymp. Sig. (2-tailed)). Given that the value is lower than 0.05, it can be concluded that the data exhibits typical behavior.

According to the findings, the students in the experimental group have a mean score of 78.25 on the post-test, whereas the students in the control group have a score of 72.13. Based on this, it may be deduced that the post-test score of the experimental group is greater than the score of the control group. The mean score of the experimental group was 64 prior to the administration of the therapy. By 14.25 points, it has increased. In addition to this, the mean score of the control group went risen from 66.12 to 72.13. There was a slight increase of 6.01 points. That being the case, H_a is accepted. Through the utilization of the cup stacking game, it is demonstrated that teaching speaking to eighth-grade kids at SMP Negeri 3 Gombong throughout the academic year 2024–2025 is an appealing method of instruction. In this particular instance, the theory can be validated by the outcomes of the t-test, as well as by the acceptance of the H_a , normalcy, and homogeneity. According to the findings of the computations, the researcher has arrived at the conclusion that the cup stacking game is an effective tool for teaching speaking to eighth-grade students attending SMP Negeri 3 Gombong during the school year 2024–2025.

5. CONCLUSION

It has been concluded, on the basis of the findings of the research that was conducted at SMP Negeri 3 Gombong during the academic year 2024/2025, that the cup stacking game is beneficial to the development of the students' speaking abilities by eighth-grade pupils. The t-value calculation for the post-test findings of both the control group and the experimental group produced a value of -3.491, with a significance level (Sig.(2-tailed)) of less than 0.001, which lends credence to the conclusion that was reached. The fact that this number is less than 0.05 suggests that there is a substantial difference between the experimental group and the control group after the therapy has been administered.

When compared to the control group, the experimental group had a mean score of 72.13 on the post-test, while the control group had a mean score of 78.25. This indicates that the experimental group fared better than the control group. The mean score of the experimental group was 64 prior to the intervention, and it increased by 14.25 points after the intervention was carried out. The control group, on the other hand, only demonstrated a 6.01 point rise, going from 66.12 to 72.13. On the basis of these findings, the alternative hypothesis (H_a) is adopted, which indicates that the cup stacking game considerably improves speaking skills among eighth-grade students attending SMP Negeri 3 Gombong during the academic year 2024/2025.

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