THE EFFECTINESS OF TRAIN TO TRAIN GAME
IN THE IMPROVEMENT OF SPEAKING SKILLS OF ENGLISH
COURSE STUDENTS: A CASE STUDY AT EF TANJUNG DUREN

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ABSTRACT

Article clarifies on how the students' speaking abilities can be stimulated by Train to Train game. The writers create Train to Train game which covers three activities, those are drawing, explaining, and making chain story that can be done individually and also in a team. Twenty-four students have participated in this research and the writers use Train to Train game as an experimental tool in the class for forty-five minutes in each meeting. The writers collect the data from eight meetings inside the classroom twice a week in each class. The beneficial impact of the Train to Train game is evaluated by comparing the results of the pre-test and post-test. The questionnaires distributed to the students is used to obtain insights/ feedback from the students The result of the research proves that Train to Train game can stimulate the students to speak English more confidently, clearly, corectly, and fluently than before they practice the game.

Keywords: speaking English, train- to-train game, students' confidence

ABSTRAK

Artikel menjelaskan kemampuan wicara mahasiswa yang dapat dibantu dengan game Train to Train. Penulis menciptakan game yang terdiri dari tiga kegiatan, yaitu menggambar, menerangkan, dan membuat cerita bersambung yang dapat dikerjakan mahasiswa secara sendiri atau berkelompok. Responden terdiri dari 24 mahasiswa yang menggunakan game Train to Train selama 45 menit setiap pertemuan di dalam kelas. Data dikumpulkan dari delapan kali pertemuan di dalam kelas, seminggu dua kali di setiap kelas. Kemudian, keuntungan menggunakan Train-to-Train game dievaluasi dengan membandingkan hasil pre tes dan post tes. Kuesioner dibagikan ke responden untuk mendapatkan feedback dari mereka. Hasil penelitian menunjukkan bahwa game Train to Train mampu menstimulasi mahasiswa untuk berbicara bahasa Inggris dengan lebih percaya, jelas, benar, dan lancar dibandingkan kemampuan berbicara mereka sebelumnya.

Kata kunci: berbahasa Inggris, game train-to-train, kepercayaan diri

INTRODUCTION

Speaking *English* is important nowadays. The writers consider that the ability to speak English is needed for career and to meet job requirement. As a ticket to employment, the writers have an opinion that learning English speaking can be started since less than five years old. Therefore, this study is aimed to raise the common problem that the children have in learning English speaking. The result will create a game activity to stimulate and help the children to feel attracted to speak English.

For this research, the writers have their own experiences in teaching English for Trailblazers 1A at EF Tanjung Duren. Trailblazers 1A are the first of five levels of Trailblazers. Normally, Trailblazers 1A class consists of the students from fourth grade of elementary school until the first year of junior high school students (8-14 years old students).

The students who are included in this Trailblazers 1A class have been specially chosen by Mr. Chris McCaul as the Director of Study in EF Tanjung Duren for the writers's research. Trailblazers' 1A class is divided into two classes, Monday-Wednesday class (MW) and Tuesday and Thursday class (TT). Based on the writers's experience, although there are students who are in the last year of junior high school, but their ability in understanding speaking and also the basic grammar is not good.

The reason for choosing this topic is due to the finding of one important fact that teenagers and adult students are shy to speak English. The students tend to speak Indonesian language inside and outside the classroom. This fact makes the writers choose Trailblazers classes to observe as they usually find it hard to tell about what they think. They have tendency to speak Indonesian Language because they do not want to be mocked by the other students if they make some mistakes in speaking. This shows that they concern about personal image as teenagers or adults. Because of this point of view, the writers want to train the beginners of Trailblazers students to build self motivation and confidence to face the next or upper level.

It is understandable that every student needs his or her learning style. Some children are easy to speak when they are taught by giving pictures and shapes. The other children can understand English better when they are given listening activity. Considering different ways of students understanding, the writers has an idea to mix drawing, explaining and making chain story. Drawing activity is to train visual motor skill, explaining is to improve speaking and listening skill, and making chain story is to develop cooperative skill of a team in order to stimulate the students to speak. To achieve this goal, the writers will use Train to Train game activity to the students. The students will be given an activity to encourage them to speak. The activity must be fun and easy to do because it suits with the ages of the students.

Theoretical Framework

The writers create Train to Train game as a new teaching speaking method. Train to Train game is a method that the writers expect to help encourage and develop students' English speaking skills. This game focuses on how the teacher can give motivation to the students based on the pre-test result, the quantity and quality of speaking, and vocabulary mastery. Train to Train game has visual, auditory and kinesthetic ability. The three steps of this game is the visual in which the students draw pictures based on the theme given by the teacher, the auditory in which the student shows and explains the picture while the other students listen, and the kinesthetic in which the students split into two groups and stands in a line which resembles a train. Only one picture will be chosen to describe. The students from the first group will make a chain story from the picture and the second group will write the chain story on the board. Train to Train game is expected to improve students' ability in speaking English.

Train to Train has a unique meaning. The first train means the land transportation and the second train means to conduct training. To know closer to the game, the writers provide Train to Train game with three important steps. Those are drawing activity, explaining, and making chain story activity. The first is the drawing activity. In this step, the students will be asked to draw a picture based on the theme. For example, if the writers ask to draw what gifts that they wish on their birthdays, they will draw and color their imaginative gifts on the provided papers. The second is the explaining activity. To continue the first step, one student will show and explain about his or her pictures in front of the class, while the other students are listening. They explain about the reason why they draw the pictures, what to do next, and so on. After that, the writers will choose one picture as the best picture of the day that is related to the next step. In this second step, there is one little session where the writers will do correcting, motivating and congratulating activity to the students. The purpose of correcting is to correct mistakes about vocabulary, pronunciation and grammar from the students' explanation. Motivating means the writers gives motivation to the students so they have self confidence and congratulating is to congratulate students who do and finish the drawing and explaining activity. The third completes the two other steps, making the chain story. The students will be split into two groups, A and B. Each group stands and moves in a line which resembles a train. The teacher chooses one picture for each group and put it on the board. The members of group A describe the best picture of the day by making a chain story, while the members of group B will go to the board one by one, then write the story from group A. If Group B cannot catch all the words by Group A, the writers will ask Group B to write the summary that they know while they are listening. The next turn, group B makes a chain story and group A writes the story.

This topic is raised because the writers observe that the children do not want to study grammar and vocabulary only. They want something interesting that can motivate and attract them to use English actively. The writers try to motivate or attract the children by giving Train to Train game and group activities so they feel involved fully. According to Kong (2009), students are willing to participate in English learning by combining English with recreation and to realize that English learning can be interesting and fun with their involvement in which is the key to maintaining motivation throughout a lesson. The writers believe that through giving a game, the children is having a fun time while they are practicing speaking English.

According to Kim (1995), there are many advantages of using games in the classroom, those are games are a welcome break from the usual routine of the language class; they are motivating and challenging; learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning; games provide language practice in the various skills- speaking, writing, listening and reading; they encourage students to interact and communicate; they create a meaningful context for language use.

As it is stated by Khan (as in Hong, 2006), students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programme and how, more specifically, different games will benefit students in different ways. The writers also discover that every time the Trailblazers 1A students hear *game* word from the teacher, they seem to be very happy. From this fact, they are motivating to involve in and ready to do the next part.

Teaching Speaking through Games

The reason why the writers purposes language games because games can be a very useful teaching technique for the effective and joyful learning. Games are also believed to be able to give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability (Chandra, 2008). According to Wright, Betteridge, & Buckby (as in Hong, 2004), games can help the teacher to build understanding to students that show how the language is useful and meaningful. The learners must know what to do and they speak or write in order to express their

own point of view or give information to others. It can be said that language games not only function as time filling activities but also they can bring some educational benefits that enable the children to learn the target language.

Hong (2004) explained in his research the size of the class ranges from thirty to fifty students can make difficulty for teachers to manage activities for the students to practice speaking. Over-sized English Classes will make English speaking lesson become boring and unmoving. Because of this reason, the writers do the research in Trailblazers 1A classes (three classes) which only consists of 12-14 students of each class.

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, whereas for adults we can reasonably expect a greater use of abstract. Another belief is that adolescents are unmotivated, surly, and uncooperative and that therefore they make poor language learners. And there are those who seems to think that adults have so many barriers to learning (both because of the slowing effects of ageing and because of their past experience), that they only rarely have any success.

Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults in the several ways. They respond to meaning even if they do not understand individual words. They often learn indirectly rather than directly, that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with. They generally display an enthusiasm for learning and a curiosity about the world around them. They have a need for individual attention and approval from the teacher and they keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Types of Learning and Teaching Activities

"The objective of a method, whether defined primarily in terms of product or process, are attained through the instructional process, through the organized and directed interaction of teachers, learners and materials in the classroom" (Richards & Rodgers, 2007, p. 26). A method can be useful if there are roles of teachers, learners and the materials used. These elements are important to motivate the students in learning process.

According to Richards & Rodgers (2007), the design of an instructional system will be considerably influenced by how learners are regarded. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process.

"Learner roles in an instructional system are closely linked to the teacher's status and function" (Richards & Rodgers, 2007, p. 28). Richards & Rodgers (2007) explained that some methods are dependent on the teacher as a source of knowledge and direction; others see the teacher's role as a catalyst, consultant, guide and model for learning.

Any one teacher probably also has many different performance styles depending on the situation. One minute we may be standing at the front commanding or entertaining, but a few minutes later we will be working quietly with a pair while the other students are working in their own pairs.

Thus for an activity where the students are involved in a team game, we will want to behave energetically (because a game needs excitement and energy), encouragingly (if students need a nudge

to have a go), clearly (because we do not want the game to fail through misunderstanding) and fairly (because students care about this in a competition situation). As teachers we are ideally placed to provide comprehensible input since we know the students in front of us and can react appropriately to them in a way that a course book or a tape, for example, cannot.

Teacher roles are related to the following issues: the types of functions teachers are expected to fulfill, whether that of practice director, counselor, or model; the degree of control the teacher has over how learning takes place; the degree of which the teacher is responsible for determining the content of what is taught; the interaction patterns that develop between teachers and learners.

The Role of Instructional Materials

"The instructional materials in their turn further specify subject matter content, even where no syllabus exists, and define or suggest the intensity of coverage for syllabus items, allocating the amount of time, attention, and detail particular syllabus items or tasks require" (Richards & Rodgers, 2007, p. 29).

Richards & Rodgers (2007) classify the role of instructional materials as: (1) primary goal of materials to present content, to practice content, to facilitate communication between learners, or to enable learners to practice content without the teacher's help; (2) the form of materials: textbook, audiovisuals, computer software; (3) the relation of materials to other sources or input, whether they serve as the major source of input or only as a minor component of it; (4) the abilities of teachers: their competence in the language or degree of training and experience.

According to Nolasco & Arthur (1997), speakers can take visual support, such as real action, an object itself, scale models, motion pictures, still pictures, maps, diagrams, graphs, or printed handouts. The writers consider that visual is one of the important things that can help students to speak. The writers use real action and still pictures in this research. The real action is how the students act to get attention from the other students, and the still pictures from the students have drawn before.

"Visuals can help hold and control attention, add clarity, aid retention of information, increase credibility, and enhance persuasiveness. Visual materials help win attention. Visuals appeal to our sense of sight" (Nolasco & Arthur, 1997, p. 20). The writers understand that students, especially 12 years old students in Trailblazers 1A, they are difficult to be controlled. Sometimes they may keep silent or noisy. So, the writers expect that visual aids can help the speaker gets attention from the audiences (the students listening the speaker in front of the class).

Community Language Learning

Community Language Learning or CLL is the name of a method which is developed by Charles A. Curran and his associates. For information, Charles A.Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. Community Language Learning represents the use of Counseling-Learning theory to teach languages. This Community Language Learning shows the roles of the teachers as the counselor and learners as the clients in the language classroom. So, Community Language Learning can be simply defined as counselor-client relationship. "Learners become members of a community-their fellow learners and the teacher-and learn through interacting with the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively" (Scrivener, 1998).

METHOD

In the effort of collecting the data, the writers did field research at EF Tanjung Duren, Jakarta. This field research helps to find out how Train to Train can develop and encourage the students to speak English better. The writers conducted the field research on Trailblazers 1A students during March 2010. For this research, the writers use Train to Train game which substitutes the game activity from EF and will evaluate the result of the students' development after playing the game.

There are four steps to be taken in the process of the field research. The first step is implementing Train to Train game as the classroom activity and giving thorough description about how to play the game and the rules that they have to understand before playing it. Before giving Train to Train game to the Trailblazers 1A students, the writers have already got the official permission letter from the Director of Studies of EF Tanjung Duren, Mr. Chris McCaul.

The second step is giving pre-test and the first questionnaires sheets to the students. In this pre-test, it is better for students to speak for more than one minute about the topic. The writers analyze their speaking by quality of speaking. The writers will use the results of the pre-test, to measure the progress of the students after using Train to Train game in their study. The writers also pay attention to the problems that the students may face when they play the game. The writers realize that there are many factors which influence the students' improvement. The progress of the students can be seen after comparing the result of the pre-test and the post-test. The third step is observing the class. This step is also important because from this class observation, the writers as a research teacher will guide and observe the activity, the development of the students and the respond of the students to the game. The writers also give motivation to the students as it is important. Richards & Rodgers (2007) explained that some methods are dependent on the teacher as a source of knowledge and direction; others see the teacher's role as a catalyst, consultant, guide and model for learning.

The last step is giving post-test and the second questionnaires to the students. The results of this post-test determine how Train to Train develops the students' speaking skills. The writers will draw the conclusion whether this game can encourage and stimulate the students to improve their speaking skill or not. The evaluation for the pre-test and the post-test becomes the measurement in analyzing the results.

Participants

The participants of the research are the students from Trailblazers 1A at EF Tanjung Duren. The writers randomly choose the month for the research. March 2010 was the month when Trailblazers 1A had two classes. Trailblazers' class is the name of specific class at EF for elementary school students and a small numbers of high school students. The population of this research is twenty-four kids of Trailblazers 1A. The reason for choosing this group/level is the writers want to stimulate Trailblazers students to have self confidence in speaking to prepare the next level (Real English class).

Based on the teacher experience, the Trailblazer 1A students are considered to be appropriate level of study as it allows the students to choose what they want to do. From the writers' perspective, the students on Trailblazers 1A can be easily motivated by the teacher and they can decide whether EF is good for their development or not. The writers also consider that Trailblazers 1A students understand and have better knowledge in English than High Flyers students. The common problem for most of the EF students is speaking ability. That is why; the writers will focus on Train to Train game as the activity which stimulates the students to speak in confidence. Train to Train game also hoped to increase the students' cooperation skills. This game needs good cooperation and social environment.

Data Collection

The data for this research were obtained from teaching the Trailblazers 1A students at EF Tanjung Duren regularly and observing them for one month (eight meetings, twice a week). The total of the participants are twenty-four kids. There are two classes of Trailblazers 1A from March-April 2010 for local teachers and the writers focuses on them. In March, before the writers explained about Train to Train game activity to the students, the writers asked them about their interest for speaking. And surprisingly, they shouted cheerfully that they wanted to develop their speaking.

The next important step is explaining how Train to Train to be implemented in their one of the study materials for one month. Train to Train is only a game activity, so this will not disturb the other study materials in class. After explaining how to play Train to Train game, the writers tests the students' speaking as the pre-test. This pre-test is simple, so the students will not consider this as an intimidation of their ability. The condition of the class is conducive and the writers give three minutes for each student to speak in front of the class.

There are three evaluation criteria of this pre-test; those are the total number of words, quantity and quality of the speaking. The first is the total number of words. The writers want to know how many words the students can produce and tell a simple story. The writers give the topic and let the students prepare their story for about one to two minutes. The second is the quantity of speaking. It is important to know the students' ability in managing the time when they speak. The writers will see how the students use their time to speak. To the writers' opinion, speaking for three minutes is good but if the students take many pauses to make longer duration, this is not good. The writers also pay attention whether the story of the speaking is monotonous or not. The speaking should be understandable for all of the people who listen. The third is the quality of speaking. The writers want to know how the Trailblazers 1A students can speak with good pronunciation, grammar accuracy and vocabulary.

Post-test is given after one month of research. The evaluation criteria for this post-test are also the same; those are the total number of words, quantity and quality of speaking. From this post-test, the writers can compare the differences before and after giving Train to Train game activity after one month of research.

In playing Train to Train game activity, the teachers will observe and the students are given the ideas or themes for the drawing activity as the first step of Train to Train and then the students are divided into Group A and Group B. There are two classes that the writers teach for this research. The first is Monday and Wednesday class, the second is Tuesday and Thursday class. The first Trailblazers class will be referred as MW and the second class will be called TT. The two classes will not be provided with the same theme in drawing activity.

RESULT AND DISCUSSION

The summary of the themes and activities of theTrain to Train games conducted during the data collection period is given in the following tables.

Table 1 The first data collection conducted in MW class

The methods procedures from MW class (*Train to Train* for eight meetings, twice a week):			
Date (year 2010)	Duration of Train to Train game	Duration of drawing activity and the theme	The writers's note
March 1	80 minutes (pre-test: 35 minutes, game: 45 minutes)	Birthday gifts (10 minutes)	The students did the pre-test before playing Train to Train. Some of the students were shy and did not really understand about the game.
March 3	50 minutes	Vehicles (8 minutes)	Some of the students confused about double decker bus, the game was quite slower than yesterday.
March 8	45 minutes	Favorite pets (10 minutes)	The activity ran well and the students were cheerful.
March 10	45 minutes	Favorite things in bedroom (10 minutes)	The students tent to use easy/simple vocabulary and did not ask the writers at all.
March 15	50 minutes	Jobs (10 minutes)	The students said that they were bored with continuous activities. The students sang the melody from Miley Cyrus's song while they were making chain story.
March 17	40 minutes	Furniture (6 minutes)	The students sang the melody from Michael Jackson's song while they were making chain story.
March 22	45 minutes	Favorite Food (10 minutes)	The students could produce many sentences for the chain story. They were not allowed to use song melody in the third step.
March 24	45 minutes	Famous icons (10 minutes)	The last day of Train to Train game
March 29	Post-test: 30 minutes	-	Overall, the problems of vocabulary and confidence when speaking in front of the class had been overcome by most of the students. The main problem faced by students in this post-test was only limited ideas.

Table 2 The second data collection is done in TT class

The methods procedures from TT class (Train to Train for eight meetings, twice a week):			
Date (year 2010)	Duration of Train to Train game	Duration of drawing activity and the theme	The writers's note
March 2	80 minutes (pre-test: 30 minutes, game: 50 minutes)	Favorite Disney characters (10 minutes)	The students did the pre-test before playing Train to Train. The activities ran well.
March 4	40 minutes	Things you always bring in bags (5 minutes)	The classroom was very noisy and quite difficult to handle.
March 9	45 minutes	Favorite fruit (7 minutes)	The activities ran well.
March 11	45 minutes	Favorite beverages (8 minutes)	For chain story, they did it quickly and they said to the writers that favorite beverages theme was so easy. The only thing that made the activity ran slowly was when the students wrote the chain story from the opponent group.
March 16	50 minutes	Things to ask for Doraemon (14 minutes)	The activities ran well.
March 18	43 minutes	Gadgets (5 minutes)	The activities ran well. The students already understood their tasks.
March 23	45 minutes	Sports (10 minutes)	The students tent to use Simple Present Tense.
March 25	45 minutes	Animals (10 minutes)	The last day of Train to Train game. The students said they like drawing and playing together
March 30	Post-test: 30 minutes	-	Overall, most of the students were not shy and spoke confidently.

Data Analysis

The evaluation of the pre-test and post-test is based on the quality of speaking. The writers want to know how the Trailblazers 1A students can speak confidently, clearly, correctly, and fluently. These four components are the criteria used by the writers to judge the quality of student's English speaking abilitty in which the four components are reflected in the grading system formulated by the writers.

The grading system for the pre-test and post-tests has four categories as follows: (1) 100-85, if the students can speak very confidently, clearly, correctly, and fluently with negligible mistakes; (2) 84-75, if the students can speak confidently, clearly, correctly, and fluently with a few mistakes; (3) 74-65, if the students can speak fairly confidently, less clearly, less correctly, and less fluently with some mistakes; (4) 64-0, if the students can speak less confidently, less clearly, less correctly, and less fluently with so many mistakes. The results of the pre-test and post-test are presented side by side in the following tables so that the progress can be easily seen.

Table 3 Table for MW Class

Participants of MW Class	Quality of speaking		The final progress/result of the students Increase/Static/Decrease
	Pre-test	Post-test	
Student 1	64	70	Increase
Student 2	80	78	Decrease
Student 3	75	77	Increase
Student 4	82	85	Increase
Student 5	75	75	Static
Student 6	72	78	Increase
Student 7	85	88	Increase
Student 8	85	85	Static
Student 9	85	90	Increase
Student 10	85	89	Increase
Student 11	75	83	Increase
Student 12	70	70	Static
Average	77.8	80.7	

To make the table clear, the writers will give the charts about the final results as the comparison between pre-test and post-test.

The calculation is:
Total number of students : 12 students
The progress: a. Decrease : 1 student
b. Static : 3 students
c. Increase : 8 students

The percentage of decrease progress: $\frac{1}{12}$ x 100% = 8%

The percentage of static progress: $\frac{3}{12}$ x 100% = 25%

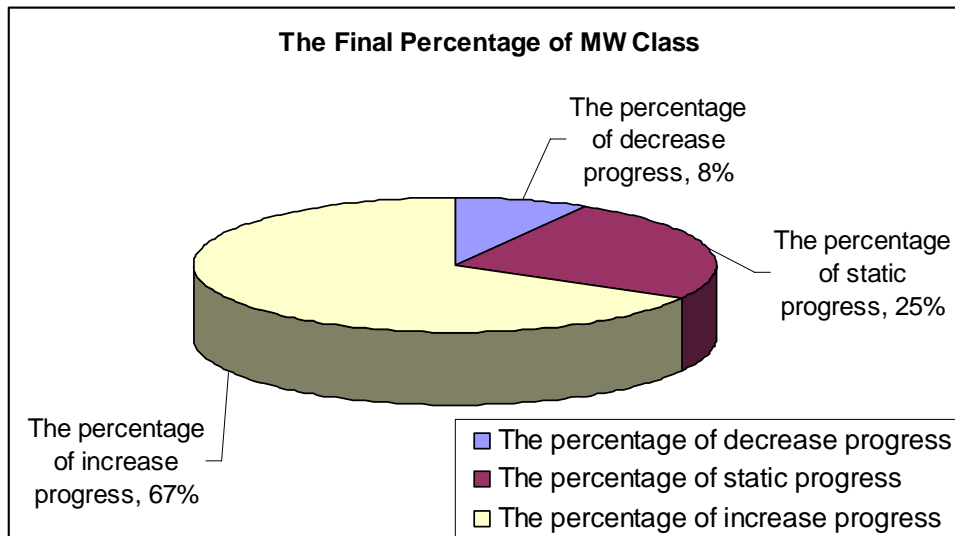The percentage of increase progress: $\frac{8}{12}$ x 100% = 67%

Figure 1 The final precentage of MW Class

From Table 3 and Figure 1, the writers draw a conclusion that Train to Train game has helped and stimulated Trailblazers 1 A students to speak English. The writers also pay attention to the common mistakes by the students. It is important to make corrections so that the students hopefully not repeat the same mistakes again.

Table 4 Common mistakes made by MW students in Pre-test

Mistakes		Corrections	
Pre-test	Post-test	Pre-test	Post-test
I and friend party-party	Swimming, play badminton, traveling and watch movie	I and my friends make a party	Swimming, playing badminton, traveling and watching movie
I look giraffe and crocodile and goat is so cute.	I like play basket ball too	I look giraffes, crocodiles and goats, they were so cute	I like playing basketball too
I ten years old	I am like transformer revenge of the fallen	I am ten years old	I like transformer revenge of the fallen
I go to Los Angeles, with my father, with my sister and my mother	Castler is have a power too.	I went to Los Angeles with my father, sister and mother	Castler has a power too
After eat noodle, I play in Timezone.	my hobbies is listening music and hang out with my friends	After eating noodle, I play in Timezone	My hobbies are listening music and hanging out with my friends

After comparing the result of pre-test and post-test from MW class and showing the common mistakes from the students' speaking, the writers will give the table and pie chart from TT class.

Table 5 Table for TT Class

| Participants of TT Class | Quality of speaking | | The final progress/result of the students |
	Pre-test	Post-test	Increase/Static/Decrease
Student 1	82	86	Increase
Student 2	82	77	Decrease
Student 3	75	80	Increase
Student 4	78	88	Increase
Student 5	88	85	Decrease
Student 6	78	78	Static
Student 7	85	88	Increase
Student 8	86	92	Increase
Student 9	82	82	Static
Student 10	85	87	Increase
Student 11	80	84	Increase
Student 12	77	79	Increase

Like in MW class, the writers will give the charts about the final results as the comparison between pre-test and post-test from TT class.

The calculation is:
Total number of students: 12 students
The progress: a. Decrease : 2 students
             b. Static   : 2 students
             c. Increase : 8 students

The percentage of decrease progress: $\frac{2}{12} \times 100\% = 16.5\%$

The percentage of static progress: $\frac{2}{12} \times 100\% = 16.5\%$

The percentage of increase progress: $\frac{8}{12} \times 100\% = 67\%$
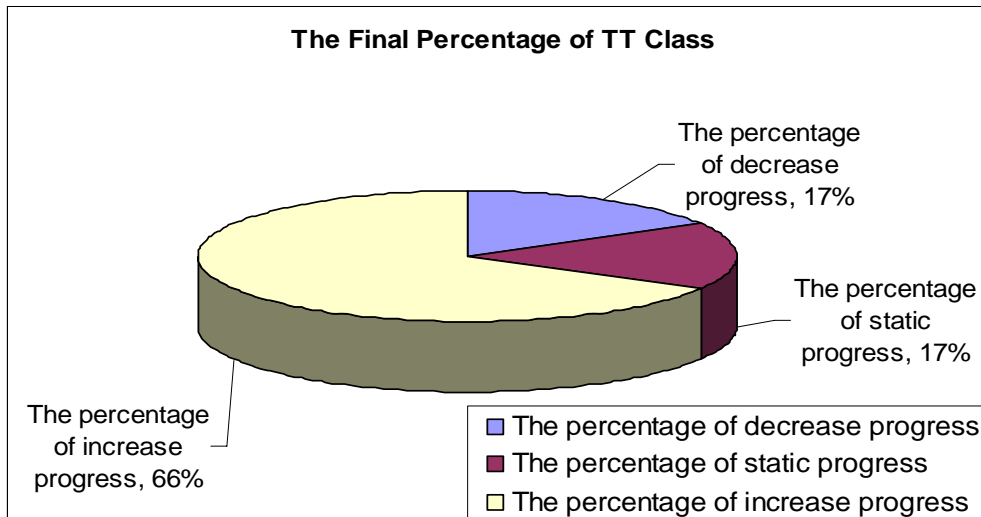

Figure 2 The final percentage of TT Class

From Table 5 and Figure 2, the writers also draws a conclusion that Train to Train game has given motivation and stimulated Trailblazers 1 A students to speak English. The common mistakes from TT class will be shown in the Table 6 below:

Table 6 Common mistakes made by TT students in post-test

Mistakes		Corrections	
Pre-test	Post-test	Pre-test	Post-test
I'm meet grandmother .After outbound, every classes must performing to the event	I can be more power I taking electric guitar lesson	I meet my grandmother After doing outbound, every class has to perform for the event	I can be more powerful I take electric guitar lesson
One month ago, I go to Hongkong, I go to Singapore, I go to China	Sometimes my tweets is the lower	One month ago, I went to Hongkong, Singapore, and China	Sometimes my tweet is the lowest
My father needs help me Next time, in the morning, I get up at 5.30	My hobby is traveller I have any band	My father needs my help In the next day, I get up at 5.30 in the morning	My hobby is travelling I have many bands

CONCLUSION

After one month field research into the effectiveness of Train to Train game to improve the English speaking skill of Trailblazers 1A students at EF it can be concluded that it is successful. The field research is successfully done and the good result is achieved because the writers consistently did the research with a high spirit in teaching students about English speaking by playing Train to Train game. Train to Train is proven to give a new way to stimulate students to speak English and help the students overcome problems and difficulties in learning English speaking at EF Tanjung Duren.

The comparison of pre-test and post-test with questionnaires which were given twice to students and observation to the progress of the students had been done by the writers. The post test shows that most students (66%) improve their speaking ability after participating in the Train to Train game. This result is quite encouraging and shows that Train to Train game is a useful game for the improvement of English speaking ability. Tangible improvement can be seen in the area of pronunciation, fluency and vocabulary. The improvement achieved by each student is different because every student is a unique individual. The first and second questionnaires also give good insights/ feedback. The students gave their opinions about learning English speaking in EF and their comments toward how Train to Train can improve their speaking ability through the three steps offered. Most of the students like playing Train to Train game and they agree that the game has improved their English speaking abilities. The observation about the progress of Trailblazers 1A students and the comparison of the pre-test and post-test results lead the writers to draw a final conclusion that Train to Train game is useful to improve the student speaking abilities. It should be noted, however, that the successful implementation of this game in the class also depends on the roles of teachers who can motivate students and create conducive situation.

Suggestion

There are two parts for the suggestion, the first one is for the learners and the second one is for the teachers at EF Tanjung Duren.

The first is suggestion for the learners at EF Tanjung Duren. The writers find out that students like playing game for speaking activity. It is good if the students can be proactive to involve themselves to the activity and understand the meaning of the game as one of the teaching strategies. Sometimes the students do not want to care about the teacher's explanation and mope because there is no game for one day meeting. The students must know that game activity is the way to give more understanding about the lesson. Game activity is usually related to the topic of the study. So they should understand that not every meeting needs a game to develop the understanding.

The second is suggestion for the teachers at EF Tanjung Duren. Based on the field research, the writers got in touch with the students in real life so the writers knew that different students have different characteristics. Some may be naughty; some may be quiet, and so on. But one thing that the writers will not forget, teacher and learner roles have beneficial impacts when a teacher wants to build a good communication and manage the classroom well. The teacher takes an important role to live up the classroom. This is crucial because in the writers' opinion, kids and teenager learners are more attracted by outside motivation than inside / self motivation. The students need a role model in the class. A role model who can plan, manage and handle the students with patient without harassment. The writers conclude that the students want to have a teacher who can be as their friend, too. When the writers teach the students, they will give more attention and obey to the teacher who is communicative. Also, a teacher should encourage and motivate the students so they have more confidence in facing study problems. Teachers should give appreciation when the students show good development in class. It is good to stimulate the students to do better or another good thing.

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