

**TEACHING SPEAKING THROUGH *TWENTY QUESTIONS* GAME FOR
JUNIOR HIGH SCHOOL STUDENTS**

*Submitted as Partial Fulfillment of the Requirements
For the Strata One (SI) Degree*



BY

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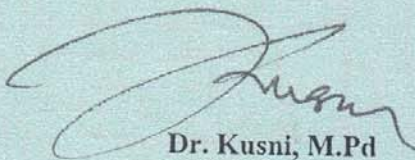
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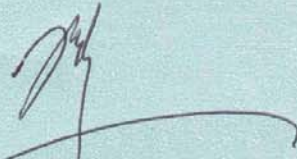
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
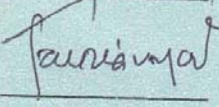
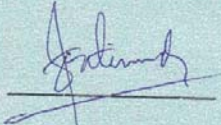
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ABSTRAK

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Pengajaran *speaking* (berbicara) bertujuan untuk melatih siswa agar mampu berkomunikasi secara lisan dalam Bahasa Inggris dengan lancar dan benar. Namun kenyataan di lapangan masih banyak siswa mengalami kesulitan dalam berbicara Bahasa Inggris. Hal tersebut disebabkan oleh beberapa faktor. Berdasarkan pengalaman praktek mengajar penulis ada beberapa faktor penyebab siswa sulit berbicara Bahasa Inggris. Faktor pertama yaitu, siswa kurang memiliki variasi ide, sehingga mereka sulit untuk berbicara bahasa Inggris. Masalah yang kedua yaitu, teknik yang digunakan guru monoton, sehingga siswa bosan untuk belajar bahasa Inggris, yang ketiga yaitu kurangnya waktu untuk mempraktekkan bahasa Inggris di dalam kelas. Masalah selanjutnya yaitu, siswa memiliki sedikit kosakata selanjutnya siswa takut membuat salah dan masalah yang terakhir yang membuat siswa sulit untuk berbicara bahasa Inggris adalah kurangnya motivasi.

Untuk mengurangi kesulitan siswa dalam berbicara Bahasa Inggris, ada beberapa teknik yang bisa diterapkan oleh guru yang dapat digunakan dalam mengajar keterampilan berbicara, khususnya untuk siswa menengah pertama kelas VIII. Makalah ini membahas salah satu teknik yang dapat digunakan dalam mengajar keterampilan berbicara ini adalah melalui permainan *Twenty Questions*. Pada makalah ini penulis mengambil topik deskripsi binatang untuk permainan ini. Dalam permainan ini satu orang siswa akan ditunjuk sebagai pemimpin permainan dan pemimpin akan diberi sebuah gambar binatang. Siswa yang lain disuruh menebak gambar apa yang sedang dipegang pemimpin permainan dengan memberikan pertanyaan dalam bentuk *yes/ no questions* dan pertanyaan tidak boleh lebih dari 20 pertanyaan. Pemimpin permainan harus menjawab dengan mengatakan *yes/ no*. Setiap jawaban “yes” dari pemimpin siswa yang lain harus mencatat deskripsi dari binatang tersebut. Pada akhir pembelajaran guru meminta siswa untuk mendeskripsikan binatang yang sudah mereka tebak tadi, siswa juga boleh melihat catatan mereka tadi. Permainan ini efektif diterapkan dalam mengajar keterampilan berbicara karena memberikan banyak kesempatan bagi siswa untuk berbicara Bahasa Inggris

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TABLE OF CONTENTS

HALAMAN PERSETUJUAN

HALAMAN PENGESAHAN

HALAMAN PERSEMBAHAN

ABSTRAK i

ACKNOWLEDGEMENTS..... ii

TABLE OF CONTENTS..... iii

LIST OF APPENDIX v

CHAPTER I INTRODUCTION

A. Background of the Problem 1

B. Limitation of the Problem 4

C. Formulation of the Problem 4

D. Purpose of Writing the Paper 5

CHAPTER II REVIEW OF RELATED LITERATURE

A. Nature of Speaking..... 6

B. Teaching Speaking in Junior High School..... 8

C. Nature of Games 11

D. Twenty Questions Games 13

CHAPTER III TEACHING SPEAKING THROUGH *TWENTY QUESTIONS* GAME FOR JUNIOR HIGH SCHOOL STUDENTS

A. Preparing Twenty Questions Game for Teaching Speaking 15

B. The Roles of the Teachers..... 17

C. The procedure of Teaching Speaking through *Twenty Questions* Game 19

1. Pre-Teaching Activities.....	19
2. Whilst-Teaching Activities	20
3. Post-Teaching Activities	22
D. The Advantages of Teaching Speaking through Twenty Questions Game	23
CHAPTER IV CONCLUSION AND SUGGESTIONS	
A. Conclusions	24
B. Suggestions	25
BIBLIOGRAPHY	27
APPENDIXES	29

LIST OF APPENDIXES

Appendix 1	Students Possible Responses.....	29
Appendix 2	Chart of an Animal Description	30
Appendix 3	Animal Pictures for Students.....	31
Appendix 4	Lesson Plan	31

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an essential subject to be taught in every grade of school in Indonesia. It is the international language that has to be mastered by the students. By mastering English, they will get some advantages, such as communicating with the people all around the world, and getting the job easily. Nowadays, English becomes a compulsory subject to be taught. In Indonesia it has been taught from elementary school up to university level.

In junior high school, based on School Based Curriculum (KTSP) the students are expected to be able to reach functional level where the students are able to communicate in oral and written form to solve the problem in the daily life. In making the students able to communicate in English there are four skills that have to be mastered. They are speaking, reading, listening and writing. Speaking is one of the skills that have to be taught to junior high school students. Even though speaking has been taught in junior high school, many junior high school students still cannot speak English well.

Based on the writer's teaching practice experience at SMPN 26 Padang, there are some problems that make the students difficult in speaking. The first problem is the students have a few ideas. They are lack of variation of ideas, so when they are asked to speak they do not know what they are going to say. It becomes the most difficult problem that the students face in speaking.

The second problem that makes the students difficult to speak is the technique used by the teacher is monotonous. The teacher uses monotonous technique day by day and this makes the students feel bored. The teacher only focuses on teaching transactional and international text for speaking skill. The techniques that are usually used are role play or simulation and mini drama. Those monotonous techniques will decrease the student's attention to the lesson. They will feel bored of the techniques. Besides that, the teachers do not really care about the student's boredom about the technique used by the teacher.

The third problem is there is no time allocated for practicing English in the classroom. It may be due to the teaching and learning process in junior high school stresses on developing reading writing skill. In junior high school the teaching process focuses on text types or genres. The teachers only ask the students to read a text, after that ask the student to write a new text by themselves. It will make a little chance for the students to practice English in oral form.

The next problem is the students are lack of vocabulary. They do not really pay attention to the vocabulary. While the teaching and learning process is in progress the students are lazy to look for the meaning of a word in the dictionary. As a result, they have little vocabulary. If there is no vocabulary, nothing can be produced. Even though they have ideas in their mind, they do not know how to say it in English. So, when they have a speaking chance they do not know what they are going to say.

Then, the students are afraid of making mistake. It usually happens because they are worried of being laughed by their friends if they make mistake. They are also afraid of their teacher's anger about their fault while teaching and learning process is in progress. Even though they have an opportunity to speak, they do not want to take the chance.

The next problem is the students are lack of motivation. The lack of motivation can be seen from the student's attitude in teaching and learning process. The motivation is from inside the student's itself and also from their environmental. The students do not have motivation inside their self because they think that English is a boring subject and they also do not realize how important English for them. From the environmental, the students are lack of motivation is influenced by their parents, their teachers and also their friends. In the situation where the students are ignored by their parents, the techniques that is applied by the teacher is monotone and also their friends who are not supporting them to study English, it will decrease the students motivation in learning English.

There are many kinds of techniques that can be used by the teacher in teaching speaking. The teacher can use many types of techniques that can give opportunities for the students to speak. One of the techniques that can be used by the teacher is game. Game can be one part of techniques. Game can be a very useful teaching technique for the effective and joyful learning. Games can also give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability. Harmer (2001:

272) suggests one communication games called *Twenty Questions* game. In this game the students will be asked to guess a picture orally by giving yes/no questions until twenty questions. This game can be one of the activities that can stimulate the students to deliver their ideas orally and give great opportunity for them to interact and communicate in English orally.

Based on the problem above, it is considered that *Twenty Questions* game can be used in teaching speaking and it can stimulate the students to deliver their ideas in English orally. It is also give great opportunity for the students to interact and communicate in English orally. *Twenty Questions* game will help the students to be able to use and practice the target language in a relaxed way and also will make the students be good at delivering their ideas.

B. Limitation of the Problem

Based on the background above the problem in this paper is limited to the use of *Twenty Questions* game in teaching speaking for Junior High School students.

C. Formulation of the Problem

The problem will be formulated in form of question “how does the teacher use *Twenty Question* game in teaching speaking for Junior High School students?

D. Purpose of Writing the Paper

The purpose of writing this paper are to show and explain to the teachers that *Twenty Questions* games can be used as an effective technique in teaching speaking for Junior High School students.