

**TEACHING SPEAKING RECOUNT TEXTS TO SENIOR HIGH SCHOOL
STUDENTS THROUGH ‘MURDER MYSTERY GAME’**

*Submitted as a Partial Fulfillment for the Requirements
to Obtain Strata One (S1) Degree in English Department*

PAPER



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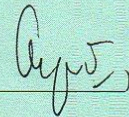
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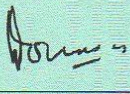
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ABSTRAK

Hasanah, Fatwatul. 2018. **Teaching Speaking Recount Texts to Senior High School Students through ‘Murder Mystery Game’**

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Abstract

This paper is aimed at describing the use of ‘Murder Mystery Game’ in teaching speaking recount texts to senior high school students. This game is applied to motivate senior high school students to speak English. This game enables students to solve the problem by using the clues given to them. ‘Murder Mystery Game’ allows the students to share ideas to other students by giving some steps to accomplish. Those steps are interviewing character, discussing in group to find the murderer, and discovering the murderer and telling it to the class in form of oral recount texts.

Key words: *Speaking, Recount Text, ‘Murder Mystery Game’, Senior High School*

ACKNOWLEDGEMENTS

Alhamdulillahirrabbi'l'alamiin. all praise is due to Allah SWT, Lord of the world, the Almighty God, who has given the writer His mercies, blesses and permission to accomplish this paper entitled “ Teaching Speaking Recount Text to Senior High School Students through ‘Murder Mystery Game’. Peace and salution be upon the last prophet Muhammad SAW, his family, his friends, and his followers.

Furthermore, the writer would like to express her gratitude to Drs. Refnaldi, S.Pd.,M.Litt., the chairperson of English Department and Fitrawati, S.S.,M.Pd.,the secretary of English Department, all lecturers and all staffs of English Department who have educated, guided, and helped during her study. Then, a great thank is dedicated for Desvalini Anwar, S.S., M.Hum., Ph.D.,who has given suggestion and guidance during the process of writing this paper.

Then, the writer would like to express her great gratitude and her appreciation to Dr. Jufri, M.Pd. as her academic advisor. She also expresses her gratitude to Dra. Aryuliva Adnan, M.Pd. and to Drs. Don Narius, M.Si. as the examiners of her paper who have given valuable correction to complete this paper.

The writer would like to express her special great honor and deepest gratitude to her beloved parents, her father (Zainal Abidin) and her mother (Jalimah) for their love, for their help, for their support, for their motivation, and moral encouragment to finish her study. Next, the writer also thanks her only brother Kris, and her sisters Gusmawati, Elfitri, Nelva,Yelma , and Rahmi for their pray and support.

Then, the writer does not forget to adress a very special gratitude to her best friends Anih, Ayda ,Dea, Fero, Ijep , Mutek ,Nike, Rere, Tenty, Tio who always accompanied her in joy and sorrow, who give their support, time, and contribution during the writing and completion of this paper. And also special thank to Yesi and Kak Mela for their encouragement, contribution, and support.

Padang, February 2018

The Writer,

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is a foreign language which is included as a subject taught in Indonesia's education curriculum. Curriculum 2013 which is the latest curriculum in Indonesia has English as a subject to teach in both junior and senior high schools. English is learned because one of the goals of Indonesia's education system is to enable students to use English as a foreign language. The bigger goal is to enable the Indonesian learners to get engaged in English conversation with English speakers for various uses and contexts. In the context of schooling, the students' ability in English will be useful in helping them understand textbooks written in English. Speaking taught at schools vary based on the level of difficulty. Brown and Yule, 1983 as cited in Richards (2008:21) stated that there are three kinds of speech activities in speaking where they classify them based on the form and the function such as 'talk as interaction, talk as transaction and talk as performance.' In junior high school the students are given easy tasks of speaking, talk as interaction and talk as transaction, for example, they are expected to read aloud texts to learn correct pronunciations and produce very short responses from interactive conversations such as responding to greetings and thanking people. In senior high school they are expected to perform longer conversations for example giving suggestions or advice, telling opinions, showing

sympathy and also short spoken texts, for example, oral recount texts, and others. In university level, the students are expected to perform talk as performance of speaking, for example, deliver a speech and telling experiences.

One of the task of speaking in form of talk as a performance is telling things happened in the past or oral recount texts. A recount text consists of events in cronological order. To tell these events, the students use simple past tense. In speaking, not only grammar will be improved but also other elments of speaking: vocabulary, pronounciation and fluency.

Concerning those elements of speaking, some students lack of elements mentioned above. They, for example, do not know some vocabulary in English. Consequently, they consult dictionary which takes time. Another problem, they construct sentences that are grammatically wrong. In addition, they sometimes lack of confidence to speak in front of the class. For that reason, they tend to keep silent even though they are supposed to perform a speaking task.

Those problems occur due to some factors. First, students' lack of motivation to learn English. Many students think that English is difficult. They do not want to give their efforts to learn English because they will meet the same result. As a result, they rarely make efforts to study or engage with English language voluntarily outside of the classroom such as by watching English news, listening to English songs and so on. The students only study English whenever they have exams.

There are also some problems caused by the teachers during teaching practices. The writer often found that teachers were usually lazy to spend time for designing classroom instructions which are very important in teaching and learning process. They simply do not want to arrange time outside the school to think of interesting classroom activities to teach speaking. They claim that they are too busy so they do not have time to think of that. As a result, they just use materials from books or students' workbook (*Lembar Kerja Siswa*) which are not efficient to be used to teach speaking since the students are just exposed to speaking when reading questions in English. Second, teachers do not even try to speak in English to their students. They assume that the students will not understand, and it will make their effort useless. Therefore, they will only speak in Bahasa Indonesia or even their mother tongue, for example, Minangkabau language. As a result, students are not exposed to English, and it will make them uninterested in speaking English.

The teachers' laziness puts aside the fact that there are many techniques and media to teach English that can be used. Among the techniques and media, teachers can use games. Games are interesting for students as they are very familiar with them. Students tend to be motivated if they study with fun. According to Hadfield in Cahyono and Mukminatien (2011:40) a game is 'an activity with rules, a goal, and an element of fun'. Therefore, games can be used to teach students speaking. It is hoped that it brings fun and challenging moment which can be experienced by each student. A game in learning process is not only

for breaking the ice from a serious situation in learning. However, it can be a media to deliver a learning material.

Out of many games can be used in teaching speaking recount text, ‘Murder Mystery Game’ is the most recommended one. In this game students are expected to communicate and interact with each other to find a murderer. To collect the information the students have to ask and answer questions from other students. At the end of the game, the students are asked to deliver an oral recount text in which they tell the events happened and finally tell who the murderer was. Therefore, with this game they can practice speaking. In conclusion, ‘Murder Mystery Game’ is proposed by the writer to teach speaking recount text.

A. Limitation of the Problem

The writer limits this paper on the use of ‘Murder Mystery Game’ in teaching speaking recount texts in English for senior high school students.

B. Formulation of the Problem

The problem of this paper is formulated as follows : “How can ‘Murder Mystery Game’ be taught in teaching speaking recount texts in senior high school?”

C. Purpose of the Paper

The purpose of this paper is to explain how the ‘Murder Mystery Game’ is taught to teach speaking recount texts to senior high school students.

CHAPTER 4

CONCLUSION AND SUGGESTION

A. Conclusion

In language learning, speaking is an important skill that should be taught in the school. There are many kinds of interesting activities which can help students in improving their speaking ability. One of them is playing game. Game is believed to promote students' motivation in studying. In senior high school, students are not perfectly taught about speaking. If a game is used to teach speaking, the students can gain motivation to learn speaking more. Therefore, 'Murder Mystery Game' is a good strategy in teaching speaking to improve students' speaking ability in learning process.

'Murder Mystery Game' is an activity where each student has their own character that makes them supposed to speak up. Besides, in playing 'Murder Mystery Game' some vocabulary that related to the topic will be enriched by students. On the other hand, the students will be motivated to speak up directly because they will compete to solve a mystery to find who the murderer is based on some clues which are given by the teacher as the winner will receive a reward from the teacher. Then, by speaking with simple past tense the students can get exposure to the use of it and use it in recount texts.

In conclusion, 'Murder Mystery Game' is an interesting activity that can help students in improving speaking of recount text and vocabulary because this game is full of fun and enjoyment.

B. Suggestion

In teaching process, the teacher is supposed to use various techniques to make a good and fun atmosphere in the class. The writer gives some suggestions to both teachers and students.

For the teacher: the teacher should understand what the 'Murder Mystery Game' exactly is before applying it in the class. After the teacher really understands about the game, the teacher also should make the students understand about the 'Murder Mystery Game' and give them information about the it.

In playing 'Murder Mystery Game' the player need a lot of time, so it is important for the teacher to manage and control the class well in order to get a success in playing the game. In addition, the teacher also needs to pay attention to each student and makes sure that they participate in conversations that one student must carry out six conversations.

For the students: In 'Murder Mystery Game', the students need a collaboration with other students because the students are supposed to work in group. The students should speak in English when they are playing the game.

Whenever the students get a difficulty or something that they do not understand about the game, the students should ask the teacher. In addition, the students should

be self confident to involve in the game and carry out conversations in order to promote their speaking ability and remember to do their best as the game is the competition among the groups.

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