

**TEACHING SPEAKING DESCRIPTIVE TEXT (*DESCRIBING
PERSON*) FOR SENIOR HIGH SCHOOL STUDENT
BY USING MISSING PERSON GAME**

PAPER

*Submitted as partial fulfillment of requirement to
Obtain Strata One (S1) Degree*



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2014**

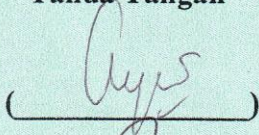
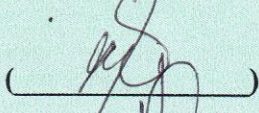

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
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ABSTRAK

Putri, Sri Yulia. 2014. "Teaching Speaking Descriptive Text (Describing Person) For Senior High School Student by Using Missing Person Game". Paper. Jurusan Bahasa Inggris. FBS. UNP

Makalah ini memaparkan sebuah teknik yang dapat digunakan oleh guru dalam mengajarkan berbicara dalam hal mendeskripsikan seseorang untuk siswa SMA. Seperti yang diketahui siswa-siswa tersebut mengalami masalah dalam hal berbicara dengan menggunakan bahasa Inggris. Masalah tersebut adalah kekurangan kosakata, tidak percaya diri berbicara di depan kelas, tidak mendapatkan kesempatan yang lebih untuk praktek berbicara di dalam kelas, dan pemilihan teknik yang dipakai guru tidak atraktif. Untuk mengatasi masalah ini guru membutuhkan solusi alternatif agar kesulitan itu teratasi. Salah satunya adalah dengan menggunakan permainan *missing person*. Ini adalah permainan dimana siswa akan diminta untuk mencari teman atau kerabat mereka yang hilang. Pada permainan ini siswa akan dibagi ke dalam dua kelompok, grup *Camper* dan grup *Ranger*. Grup *Camper* bertugas untuk mencari dan grup *Ranger* bertugas untuk membantu untuk menemukan. Tugas guru adalah menyiapkan beberapa foto yang akan digunakan dalam bermain dan memberikan contoh percakapan tentang cara memulai percakapan, mendeskripsikan orang hilang tersebut dan mengakhiri percakapan. Kemudian grup *Camper* akan diberi waktu 5 menit untuk mencatat dan mengingat ciri-ciri orang yang akan dicarinya nanti. Setelah itu foto-foto tersebut akan dibagikan kepada grup *Ranger* untuk disimpan dari grup *Camper*. Ketika grup *Ranger* sudah siap berdiri di belakang kelas berarti permainan sudah dimulai. Grup *Camper* akan melakukan percakapan dengan grup *Ranger* guna untuk menemukan orang yang mereka cari. Jika mereka telah menemukan orang yang mereka cari, maka siswa tersebut akan diberi sebuah penghargaan. Untuk siswa yang tidak menemukan orang yang mereka cari sampai waktunya habis, maka akan diberi hukuman. Setelah ronde satu selesai, kemudian dilanjutkan dengan ronde kedua dimana tiap grup akan bertukar posisi. Grup *Camper* bertukar menjadi grup *Ranger* dan sebaliknya.

ACKNOWLEDGEMENTS



Alhamdulillah *rabbil 'Alamiin*, a greatest thank is devoted to Allah SWT for the entire blessings that had been given to the writer so that it is possible to finish the paper entitled “Teaching Speaking Descriptive Text (Describing person) For Senior High School Student by Using Missing Person Game”. *Shalawat* and *Salam* are also addressed to Prophet Muhammad SAW, whose religious teachings had guided the people, especially muslims in life.

First, the writer would like to express her sincere gratitude to her advisor Dra. Aryuliva Adnan, M.Pd who has given her valuable advices, suggestions, and help in the process of writing this paper. The writer is really thankful for his tireless effort of guiding the writer in writing this paper. The writer’s deep appreciation is also given to Dra. Kurnia Ningsih, M.A, the chairperson of English Department and Dr. Kusni Askar, M.Pd as her academic advisor. Then, the writer’s sincere is also sent to all of the lecturers involving in her examination in giving suggestions and comments for this paper. The writer also wants to thank to the entire lecturers in English Department who have shared their valuable knowledge for her.

The writer would like to express her appreciation and faithful gratitude to her beloved parents, Irman Nizar, S.Pd and Alm Yulidar syam, S.Pd, who sincerely have raised the writer up with their care and boundless love. They put the fundamental of her learning character, showing the writer the joy of

intellectual pursuit ever since she was child. They also supported the writer to accomplish this paper. The writer would also like to thank her lovely sisters, Irma Donna, Angelia Septiana and her lovely brother Danni Irawan, Erik Fernando for being supportive and caring sibling. In addition, the writer would like to thank the rest of the family for their countless support and love given to her.

It is a pleasure to express her gratitude wholeheartedly to her entire friends in English Department, especially those who are always with her during the process of this paper accomplishment. The writer thanks for the nice relation and awesome class we have had. She also thanks for the togetherness, excitement, smile, laugh and even tears we shared. It is an extraordinarily nice to have them as her greatest friends ever.

Padang, January 2014

Sri Yulia Putri

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the basic skills that should be mastered by the students, since speaking is another crucial part in learning foreign language beside other three skills, listening, reading and writing. Speaking can be seen as the ability to communicate orally, so, this oral language or speaking allows for the sharing of thoughts and ideas with others. Speaking skill is a productive oral skill which involves three processes; they are producing, transferring and processing information, so, through these processes speaking will also allow for sharing information with others. Because of this oral skill has become an important part as a communication function, so, the students have to master this oral language.

Other than speaking is one of the basic skills that has to be mastered by the students, there are also others things that the students have to pay attention in speaking. The students has to use appropriate miming, eye-contact, volume and force, and appropriate gesture and facial expression. Those are the important things that cannot be ignored in mastering speaking skill. It means that this is not an easy work to do.

Curriculum is a guidance designed by the government that must be used in teaching and learning process at school in order to achieve the goal of teaching and learning itself. According to *Indonesiacurriculum 2013*, one of the core competence or/the goals of learning that should be achieved by the first year students of senior high school is applying responsive and proactive behavior in

interacting effectively to the social area. Moreover, one of the basic competences is organizing a simple spoken and written descriptive text about person, tourism object, and a famous historical building by giving attention to the social function, structure of the text, language features and appropriateness of context. (Kemendikbud: 2013). (Translated by the writer)

Every problem and difficulty that exist in teaching and learning must have some factors, especially in speaking. According to Magriby (2012) the factors come from internal and external. Internal factors are native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. An external factor is institutional context that puts English as second or foreign language in a nation. Each factor is connected with decision in choosing suitable method in teaching speaking. It means that all of the factors above give a big influence to the students' development in speaking. In addition, those factors are connected to the problem faced by the student. Because of that, the teachers should be able to choose suitable method for teaching speaking.

Among all of those factors above, motivation became a big influence to the problems faced by the students. As Reiss (2012:55) states motivation is a powerful influence in the learning process. It means that motivation become the root of the problems that the students face in learning, especially in speaking. It is supported by Nunan (1991:47) he says that the problems and difficulties which are generated by the speaker in speaking are caused by motivation problem.

According to Oxford Advance Dictionary (2001) motivation is a desire to do something or a reason for doing something. Thus, when the students do not have or have a low motivation to learn, then there will be no effort that comes from them to follow the lesson well. By that, the problems will emerge in learning process, especially in speaking, so that is what makes the students cannot achieve the goals of learning.

Based on the explanation above, it is known that motivation is one of many factors that influence the students' development in speaking. It is also found that motivation influences the development of the student in speaking in SMA 3 Padang. So the writer found that there were some problems faced by the student in speaking process. Some of those problems were caused by motivation factor.

The first problem she found that the students did not have self-confidence to speak in front of their friends. It happened because the students worried about making mistakes when speaking in front of their friends. For example, they believed if they cannot pronounce the words correctly, their friends will laugh at her/him. It is supported by Nascente (2001:18) he says foreign language learners learning to acquire the oral proficiency in the target language may have some problems, both internal and external. Internally, they may experience the feeling of anxiety. They may feel reluctant to use the target language as they may be afraid of making mistakes. Febriyanti (2010:7) adds one of the problems is students feel really shy about talking in front of other students; they are suffered from a fear of making mistakes and therefore losing face in front of their teacher and their peers.

Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. By that, the student will not lose face in front of their friends.

As Setiawati (2013:3) says the students have difficulties in using grammar and in applying new vocabulary items in speaking class. The previous problems occurred because of different learners' cognitive ability, the background knowledge and speaking strategies. That problem was also found by the writer in speaking class. That is, the students have lack of vocabulary. Because of the difficulty in applying new vocabulary orally, they prefer to express their ideas in a written rather than spoken in front of their friends. It is because they will get a chance to open the dictionary to find the words they do not know, while in speaking they cannot use the dictionary to find the difficult word.

The next problem which was found by the writer was the students do not get more chance to practice their speaking skill in class. The students do not have more chance to speak because their teachers often give the students writing exercises rather than speaking. For example, in learning descriptive text (describing person) the teacher asks their students to write a description about person and read their description in front of their friends. They also do the exercise to other topics (describing place or things) in descriptive text with the same way. They write a description about place or things and read it in front of their friends.

This third problem is connected to the teacher's decision in choosing the suitable method in teaching speaking. Using the suitable method in teaching

speaking is very important since the method used will give influence to the students' skill in speaking. The more appropriate method is used in teaching speaking, the better skill the students get in speaking.

As Reiss (2012:87) explains they (teachers) follow up their lesson with questions and answer that traditionally conform to this pattern. The teachers ask, the teacher calls on students, students answer. If the response is incomplete, the teacher calls on more the students to add information. If the response is adequate, the teacher moves on to the next question. The same students raise their hands to participate. The teacher's attempts to involve others in the class often result in uncomfortable silences. The explanation by Reiss proves that the students' problem in speaking is that they do get a little opportunity to speak. It is because the unsuitable method or technique that the students get from their teacher to learning speaking. Therefore, the less opportunity to speak the students has, then the less good influence they get to improve their speaking skill.

As the writer has explained before, the problems that were found by the writer is connected to each of them. It is between the problems caused by motivation factor and teacher's decision in choosing suitable technique. They are related and influenced to each other. It means that the technique used by the teacher influence students' motivation to practice their oral skill. If the technique is not interesting for them, then the students will not pay attention to the lesson because the technique does not make them motivated to practice speaking. When the students already have a low motivation to learn, then they will not do an effort to follow the learning process in speaking. By that the problems in speaking will

appear. That is why they are related each other. In addition, that is what makes the teachers should be able to choose the right technique to teach speaking.

There are many varieties of suitable technique that can be used by the teacher to teach speaking. Teachers should choose technique that enhances students' learning. The technique the teacher should focus on should be interesting and should capture students' attention. Those techniques can be on songs, poems, chants, drama, stories, games and Total Physical Response (TPR) activities (Khameis, 2006:112). They are all interesting technique that can capture students' attention. One of them can be chosen as a technique for teaching speaking. The teacher can even adapt any other materials so that it can be used as interesting way to teach speaking.

It is important to the teacher to be able to choose the suitable technique to teach their student to speak. Since it has already been explained before that the problems faced by student in speaking is not only from motivation factor, but it is also from the influence of teachers' decision in choosing a suitable technique in teaching speaking. The use of unsuitable technique or unattractive technique cannot make the student motivated to speak. It is because the technique used does not give them chance to speak freely and that will make them have another problem in speaking. They will be not able to apply new vocabulary in speaking, and then they will start to worry too much about making error while speaking. They are like connected each other.

That is the other problem that was faced by the student. That is, the unattractive technique used by the teacher in teaching speaking. As Setiawati

(2013:4) in her study reported that the students' problem is that their English teacher still uses conventional strategy which is not attractive for them. The teacher only used material in the students' worksheet in teaching the students in speaking class. The teacher only focused on the book and discussed the material in the book. After that, the teacher asked students to answer the questions in the text book orally. This strategy is commonly used to teach reading, but the teacher also used that way to teach speaking. Besides that, the teacher asked students to write their idea and memorize it then perform it in front of the class orally. The explanation above proves that the teachers' technique become one of many problems faced by the students in learning speaking.

That is the problem that was found by the writer. The problem was the technique used by the teacher in the teaching speaking descriptive text is not attractive and that problem will influence the students' development in speaking. For instance, for this descriptive text topic the students will be asked to describe about a person and then read it in front of their friends. In addition, the teachers will give them example of descriptive text and then they are asked to answer the question about the text given. These activities are also used for others topics in descriptive text, like describing place or things. The teacher use the same technique in teaching the three topics in descriptive text (describing person, place or things). That will make this technique become a boring activity for the students. In addition, it will make their motivation to speak become low.

Those are the problems that are faced by the student in learning speaking that should be solved. Like what writer explained before that there many kinds of

techniques that can be used to teach speaking. One of those techniques can be a solution to solve the students' problems. Since the technique or strategy the teacher should focus on should be interesting and should capture students' attention, so in this paper the writer chooses games as technique which is considered to be able to capture students' attention and to solve the students' problems.

It is because games are kinds of technique that is fun and motivating. This game can be a technique that will give a positive impact to students' speaking skill. It is supported by Brown in Deesri (2002) he says if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking. Games can also solve the students' problem in speaking because they offer situations that lower students' stress and give students chances to engage in real communication.

Therefore, one of the games that the writer offers is called Missing Person Game. Missing Person game are good teaching tools that can be used to develop students' language learning and practice communication. This game will push the student to pay attention to the accuracy, pronunciation and others elements of speaking. They will be pushed to master new vocabularies because they are going to need many vocabularies to play this game. By that, they will not worry about making error because this game requires them to prepare to use the correct language. In addition, the teachers can use these games to present and review new knowledge, vocabulary, and grammar.

B. Limitation of the Problem

The use of a suitable technique in teaching and learning process is very important to help the students to achieve the learning goal. It is important for the teachers to be able to choose the appropriate technique for teaching speaking so that the teaching process in speaking (descriptive text) becomes more interesting. From the entire problem mentioned, the writer will limit the problem that need to be solved. That is the teacher's technique in teaching speaking descriptive text (describing person). Missing person game is chosen as technique to achieve the learning goal. This activity is expected to be able to improve the student's speaking skill and make speaking become an interesting activity for the students. This paper focuses on using the missing person game to teach speaking descriptive text (describing person) for Senior High School student.

C. Formulation of the Problem

Based on the limitation above, the problem of this paper was formulated in the following question: "How to teach describing person of speaking descriptive text through missing person game for senior high school students?"

D. Purpose of the Paper

The purposes of this paper are to introduce and explain to the English teacher a technique to teach speaking descriptive text (describing person) for senior high school students through game. This paper is also expected to be able to help the learners to improve their speaking skill.

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous discussion, it can be concluded that this paper explains about how to teach describing person of descriptive text to senior high school students by using the missing person game. This game is useful to improve the oral language skill for senior high school student because it can solve the students' and teachers' problems in teaching speaking descriptive text (describing person) which have been discussed in the chapter 1.

In implementing this game, the first thing that the teacher has to do is making a group division. The Camper group will get pictures that are considered as the lost niece. Then, they will be given 5 minutes to take a note and recognize the characteristic of the person in the picture that would be looked for. After finishing it, the pictures will be given back to the teacher and the teacher hand it over to Ranger group to keep it from the Camper. Next, when the game begins, each of the student of camper group start to find their lost niece by doing conversation with the Ranger group to know whether the picture is matched or not. For those who are successful, they will be rewarded. However, for those who are not successful, they will be punished.

B. Suggestion

Based on the procedure in this paper, it is hoped that the teachers try to develop better and more complete procedures in their class later on. The most important thing to remember is that the teacher has to realize that *the missing*

person game has to be considered as the important activity to be used in English class. Then, English teacher should create different way in using *the missing person game*. Through those elaboration, it will help the students to improve their ability to speak English. In addition, the teacher should choose interest topic for students, because it can increase the students' interest and motivation to be involved in teaching and learning process.

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