

**USING *CRAZY STORY GAME* IN TEACHING SPEAKING TO
JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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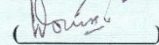

HALAMAN PENGESAHAN

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ABSTRAK

Kasri Hendra 2013. “Using *Crazy Story Game* in Teaching Speaking to Junior High School Students”
Makalah Jurusan Bahasa Inggris

Berbicara merupakan salah satu keterampilan yang dipelajari serta dipraktikkan siswa sekolah menengah pertama dalam pelajaran bahasa Inggris. Dalam makalah ini, penulis membahas aktivitas pengajaran berbicara bahasa Inggris di kelas dengan menggunakan *Crazy Story Game*. Dalam kegiatan ini, masing-masing siswa menuliskan sebuah kata kerja didalam kartu dan tidak boleh memperlihatkan kata kerja yang mereka tuliskan itu kepada siswa yang lain. Setelah itu, guru menceritakan awal cerita kepada siswa dan bagi siswa yang dipanggil namanya meneruskan cerita tersebut dengan menggunakan katakerja yang mereka tuliskan tadi. Setelah siswa tadi menggunakan kata kerjanya maka siswa lain menebak apa kaata yaang dituliskan oleh siswa tadi. Semua siswa mendapatkan kesempatan untuk meneruskan cerita tersebut. Bagi siswa yang paling banyak menebak kata kerja yang digunakan siswa lain sebagai pemenang dalam permainan ini. *Crazy Story Game* ini dapat membuat siwa berbicara bahasa Inggris serta menjadikan mereka kreatif dalam menggunakan bahasa Inggris.

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First, the writer would like to express her sincere gratitude to her advisor Havid Ardi, S.Pd, M.Hum, who has given her valuable advice, suggestion, and help in process of writing this paper. The writer is really thankful for her tireless effort of guiding the writer in writing this paper. Her deep appreciation is also given to Dr. Kurnia Ningsih, M.A, the chairperson of English Department and Dra. An Fauzia Syafei, M.A, the secretary of English Department and all of the lecturer in English Department who has given the writer useful knowledge.

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Finally, the writer realizes that this paper is far from being perfect. Thus, the writer is welcome to the constructive criticism and suggestion inform the reader to the improvement of this paper.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As one of English language skills, speaking is important to be learnt by students at junior high school. In learning and teaching process the teacher often asks students to ask questions and give their opinions about the lessons. Besides, there are many activities of speaking that may occur in every meeting of the English class, such as discussion, oral question-answer, pair work, expressing ideas and conversation. Furthermore, the students are also required to be able to tell something and demonstrate about genre such as telling story, telling their experience, telling about how to make or create something, describing thing, people, object and etc. Speaking is important for students as preparation for further education at Senior High School and university level.

In *Kurikulum Tingkat Satuan Pendidikan* (KTSP), the teaching of speaking is based on genre. It means that there are several texts that should be learnt such as narrative, procedure, descriptive, announcement, invitation and etc. By learning this genre, the students are expected to be able to tell story, experience, explain or making something and describe something orally. Teaching speaking is integrated with other skills. It means speaking cannot stand alone and should be taught together with other skills such as writing, reading and listening. For example, a teacher might begin the teaching activities by speaking skill and then continue to reading, writing or listening activities.

Based on the writer's observation during the teaching practice at Junior High School, the students' speaking ability at Junior High School was still low. They tended to be passive and did not participate actively in class. This caused by some factors. The first factor comes from the students themselves. The students are lack of vocabulary, pronunciation, grammar and idea. This was a reason why many students tended to be passive in speaking class because they did not know how and what to say in English. In addition, they also had low motivation to speak English. This was caused by psychological factor, such as being shy or afraid to speak in front of people. It makes them to be passive students. It is related to Noonan (2005:4) who states that the students tend to "saving face" as a reason to prevent them from speaking English. They are not confident to speak in front of their friends. This happens because the students believe that if they make mistakes or fail to find suitable words to be expressed, they will be laughed at by their friends. Therefore, to protect themselves from being laughed, they are reluctant, afraid, and unmotivated to speak English in the classrooms.

The next, low ability of the student is also caused by monotonous teaching techniques and activities in teaching speaking. Speaking activities only focus on repetition of conversation, read dialogue together and sometimes the students are asked to memorize it, and pronounce the words after the teachers mentioned it. Those activities cause the students to be uncreative and bored while studying. In fact, the teacher is as the one that has responsibility in managing the classroom have to make the atmosphere in the classroom as fun as possible. Also, teachers have to keep in mind that English is not merely transferring the language but

promoting the use of the language by using appropriate method, technique, media, evaluation, classroom activities and so forth.

In order to motivate the students in learning English especially in speaking, there are some activities that can be used, such as role play, debate, discussion, fishbowl, storytelling, crazy story game, etc. Each activity is suitable for certain condition related to the problem stated in the previous, crazy story game can be chosen as a solution. Crazy story game is one of the alternative activities to use in speaking classroom. Crazy story game is activities that contribute directly between teachers and students. Its purpose is to make students speak in class and be creative. It also can be used to improve and increase student's motivation in speaking English.

Based on the explanation above, the writer is interested in discussing the use of the crazy story game activity to help junior high school students in speaking. The writer focuses on speaking ability of the students since there is a tendency that students are considered successful in learning English if they can communicate orally. It is hoped that this activity can help the teacher to teach their students in speaking ability.

B. Limitation of the Problem

Based on the background of the problem above, this paper is limited to use crazy story game as one of the techniques in teaching speaking skill to junior high school students.

C. Formulation of the Problem

The problems in this paper is formulated through the following question:
How do the English teachers use crazy story game in teaching speaking to junior high school students?

D. Purpose of the Paper

The purpose of this paper is to give information the English teachers that crazy story game can be used in teaching speaking to junior high school students. It is expected that teachers will use this game in the classroom to motivate the students in learning speaking.