

**TEACHING SPEAKING THROUGH “WHO IS SHE” GAME
FOR JUNIOR HIGH SCHOOL STUDENTS**

PAPER

**Submitted as a Partial Fulfillment of the Requirement to Obtain
Strata One (S1) Degree**



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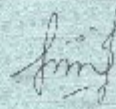
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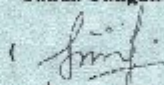
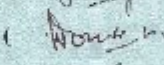

Universitas Negeri Padang

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ABSTRAK

Ismed, Yessy. 2011. "Teaching Speaking Through Who is She Game For Junior High School Students". *Makalah*. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Dalam pengajaran Bahasa Inggris, keterampilan berbicara bertujuan untuk melatih siswa agar mampu berkomunikasi secara lisan dengan lancar. Namun kenyataan di lapangan masih banyak siswa mengalami kesulitan dalam mempraktekkan bahasa Inggris. Hal tersebut disebabkan oleh beberapa faktor seperti; siswa malu berbicara; siswa takut salah dalam menggunakan aturan berbahasa; siswa bosan belajar karena teknik mengajar guru yang cenderung monoton. Untuk membantu siswa dalam mengatasi kesulitan berbicara bahasa Inggris, diperlukan solusi alternatif dalam mengajar Bahasa Inggris yaitu melalui permainan *A Classmate Who*. Pada makalah ini, penulis membahas tentang penerapan permainan *A Classmate Who* dalam pengajaran teks deskriptif. Permainan ini menggunakan dua lembar kerja yang berbeda dari segi pilihan bahan pertanyaan, tapi memiliki tujuan yang sama yaitu untuk mendeskripsikan teman mereka di kelas. Siswa akan dibagi dalam dua kelompok berdasarkan barisan kursi siswa. Kemudian, siswa memulai permainan dengan cara bertanya kepada siswa lain dan dengan menggunakan bahan pertanyaan yang tersedia serta mengisi kolom nama lawan bicara dalam lembar kerja. Siswa hanya diperbolehkan untuk menggunakan pertanyaan dengan jawaban ya/ tidak dalam waktu yang telah ditentukan. Ketika waktu habis, siswa diminta untuk mendeskripsikan satu orang teman mereka berdasarkan lembar kerja. Permainan ini sangat cocok diterapkan bagi siswa kelas VII Sekolah Lanjutan Tingkat Pertama dalam belajar bahasa Inggris karena memberikan banyak kesempatan bagi siswa untuk melatih keterampilan berbicara mereka.

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Padang, May 2011

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills that have to be mastered by Junior High School students in learning English, they are listening, speaking, reading and writing. Speaking is an important skill, because people will assume that someone master one language if they can use it in daily communication. It is stated clearly in School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*), the main goal of learning English is to enable students to communicate in oral or written form in their daily life. Therefore, it is very significant for the students to be able to speak.

According to Nunan (2003), many language learners feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, different with reading or writing, speaking happens in real time: usually someone who are talking to is waiting for other person to speak right then. Second, when a person speaks, he cannot edit and revise what he wishes to say, as he can if he are writing.

Based on the writer's experience in teaching Junior High School students in one of English courses in Sawahlunto, she found that many students had low ability in speaking. Since they have lack of ability in speaking, they do not want to get involve in speaking activities. According to Ur in Chandra (2008), there are some problems that may prohibit the students to develop their speaking, they are

inhibition, lack of ideas, low participation and students' preference to use their mother language. In addition, the students are shy to say things in English, because they are afraid of making mistakes and being laughed by their friends. Besides, the students are always worried about grammar. This condition is caused by the student's perception about grammar is the most important aspect when they deliver something. As a result, they are scared to speak.

Actually in speaking, there are some aspects that should be considered by learners, they are: vocabulary, grammar, pronunciation, and fluency. Grammar is one of the aspects, but it is not always the most important one in speaking as in writing. The most important thing in speaking is that the listener can understand what the speaker says.

Another problem that may prohibit the students to develop their speaking is the teacher's technique in teaching. The teacher tends to focus in reading skill. For example, when the teacher teaches descriptive text, teacher most focus on language feature or generic structure in that text. This is because the teacher wants the students get a good mark for English subject. Meanwhile in School Based Curriculum that uses Genre Based Approach, the teacher must integrate all of language skills and competences for each text types. The teacher is expected to have appropriate teaching techniques and ways to integrate all of these skills in one text and create a positive classroom environment.

There are many kinds of techniques that can be used by the teacher in teaching speaking such as: role play, using song, using card and using game.

There are many suggestions for using game in teaching learning process. Using 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. Huyen and Nga (2003) say that by using games, the students will learn more easily and games can enhance students' use of English in communicative way.

In the other hand, not all games are suitable to be used in teaching English, so the teacher must be able to decide which game is more appropriate than the others. In choosing a game, the teacher should be careful to find an appropriate one for the class in terms of language and type of participation. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. One of the games that can increase the speaking skills is called fun English games.

Fun English games are the combination between language practice and fun activity (Agoestyowati, 2010). There are many fun English games such as action mimes, bingo, fizz buzz, riddles, simon says, who am I, clue game, and classmate who game. In this paper, the writer wants to offer the use of "Who is She" games in teaching speaking especially in teaching descriptive text.

Descriptive text in Junior High School is taught at seventh grade in second semester. The students in this grade can be classified in the transition periode from young learner to teenager. Psychologically, they like playing while learning. That is why, the teacher has to find the appropriate ways to teach. Using game can

be one of the appropriate technique to attract students' interest and motivate them to learn. Since, the seventh grade students just start learning speaking English. It will be better for them to learn speaking with the interesting way. So, they will enjoy studying English and increase their ability in speaking English.

B. Identification of the Problem

There are some problems that are faced by Junior High School Students in speaking. First, the students are shy to speak in English. Second, the students are always worried about grammar. Third, the students get bored with teacher's technique in teaching English. So, they cannot optimize their speaking ability. In fact, speaking skill is required in all kinds of text in Junior High School such as descriptive, procedure, recount, narrative, and report. However, in teaching these texts the teacher still often skips the speaking activity.

C. Limitation of the Problem

Based on the identification of the problem above, the writer wants to focus on teacher's technique in teaching speaking by using fun English games. There are many fun English games that can be used in teaching speaking such as Who is She , Action Mimes, Bingo, Fizz Buzz, Riddles, Simon Says, Who am I, and Clue Game. All of the games are interesting especially for teaching speaking. Among the English games, the problem is limited on the use of "Who is She" game in teaching speaking. And the material of speaking is limited on descriptive text only.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated into this following questions:

1. How is the implementation of using “Who is She“ game in teaching descriptive text for speaking?

E. The Purpose of the Paper

The purpose of this paper is to describe:

1. The implementation of using “Who is She “game in teaching descriptive text for speaking.

F. The Significance of the Paper

There are some significance of this paper.

1. It is hoped that this paper can be used by the teacher as consideration in finding alternative technique to teach speaking especially for descriptive text.
2. The writer hopes that this paper can be useful input for research about the effect of using game toward student’s speaking ability in descriptive text.