

**GETTING JUNIOR HIGH SCHOOL STUDENTS ACTIVELY INVOLVED  
IN SPEAKING CLASS THROUGH “WHAT’S MY LINE” GAME**

**PAPER**

*Submitted in Partial Fulfillment of the  
Requirements for Strata One (S1) Degree*



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## ABSTRAK

**Putri, Dian Mega. 2011. *Paper* “Getting Junior High School Students Actively Involved In Speaking Class through ‘What’s My Line’ Game”.**

Makalah ini menjelaskan tentang penggunaan ‘*What’s My Line*’ khususnya dalam pengajaran teks deskriptif dalam bentuk lisan. Makalah ini menggunakan metode penelitian kepustakaan. Penggunaan serta pengaplikasian permainan ‘*What’s My Line*’ dilakukan dalam bentuk kegiatan berkelompok namun tidak menghilangkan peran individual siswa di dalam kelompok. Tahap-tahap yang ada dalam pengaplikasian permainan ‘*What’s My Line*’ terbagi atas (1) kegiatan awal, (2) kegiatan inti, serta (3) kegiatan penutup.

Pada permulaan pengaplikasian permainan ‘*What’s My Line*’, guru dapat menarik minat siswa serta memotivasi mereka dengan cara memperlihatkan gambar kemudian mengajukan beberapa pertanyaan yang berhubungan dengan gambar tersebut, selanjutnya siswa akan dibagi kedalam dua kelompok besar (kelompok Panel dan kelompok *Mystery Guest*). Kemudian, kelompok Panel harus memilih satu buah amplop yang berisi gambar-gambar sesuai dengan topik yang telah ditentukan dan masing-masing anggota kelompok Panel melemparkan pertanyaan-pertanyaan menggunakan ‘*Yes/No*’ *questions* kepada perwakilan-perwakilan dari kelompok *Mystery Guest* yang memegang kartu tersebut. Pada akhir permainan, guru dapat memperlihatkan beberapa gambar yang ada di dalam amplop dan menyuruh beberapa siswa untuk mendeskripsikan gambar tersebut berdasarkan informasi yang mereka dapat selama permainan ‘*What’s My Line*’.

Melalui permainan ‘*What’s My Line*’, siswa akan terlibat aktif dalam berbicara karena permainan ini dirancang dalam kegiatan yang bervariasi (kelompok dan individual), melibatkan mental siswa, serta dapat diaplikasikan di dalam dan di luar kelas.

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The Writer

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Mastering a foreign language is important in modern society and global area. Modern society is typical with globalization era which demands every person to prepare professional human resources especially in technology and knowledge side. Good knowledge is needed in order to mastering the technology well and making use of it in facing the globalization demand which full of competition. In this case, mastering foreign language especially English is not only important for using the technology but also to communicate and interact directly.

Realizing this importance, government decides that English should be taught from elementary school to university level in order to improve the quality of human resources in Indonesia. However, teaching English in Indonesia as a foreign language cannot be successfully achieved since there is still a large amount of students that cannot communicate in real communication after learning English for years. Based on writer's experience during her teaching practice, most of the students unable to use English in their daily conversation even though the school have already making a rule about one day speaking English in a week.

Teaching English in Indonesia nowadays should be based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum. The main goal of the curriculum is to make students able to communicate in spoken and written form. In order to reach this goal, teacher should teach four language skills; listening, speaking, reading and writing equally. Talking about reaching communicative

competence in spoken form, speaking is taking a role in acquiring this competence.

Speaking, like the four other skills, is also included in curriculum (KTSP) and should be taught well. Unfortunately the teaching of speaking nowadays is still neglected. This problem cannot be separated from teachers' way of teaching. Teachers are still focus on teaching reading through texts because the examination is almost full of reading texts. It seems that teacher pay much attention in teaching reading text and the students have little chance to speak in class. In most cases, reciting the text becomes the only way to checks students' speaking condition. It makes the students have no motivation in speaking.

In speaking, there are some kinds of text that are needed to be taught. In High School level, the texts that included in KTSP (*Kurikulum Tingkat Satuan Pendidikan*) are transactional text (to get something done), interpersonal text (to establish and maintain social relations) in a form of dialog, and short functional texts (announcements and advertisement), and monologues (procedure, descriptive, recount, narrative, and report).

All of the texts above will be more interested and will not make students feel bored in the classroom if it can be taught through fun and active learning. One of the ways is involving English game. Games can be a good way in practicing the target language that being learned by the students, since they are able to provide a model of language on what the learners will use in the real life. Moreover, games can motivate the students to learn and make them learned in a relax way.

One kind of games that can be used to improve students speaking skill is 'What's My Line' game. This game is adapted from the TV game show where the participants guessed the mystery guest by asking several questions. This game can be applied in language classroom through group work. Students can actively participate in asking some questions to the mystery guest about what picture that is attached in the cards. The mystery guest representatives will answer 'Yes/No' questions relate to the pictures. It can be fun and interesting for students and can make them eager to guess what picture that is handed by the mystery guest representatives. Teacher can varied this game by putting the famous person as the guest and brings some pictures related with the famous person at the pre activity in order to activate students' schemata about the topic.

In teaching context, 'What's My Line' game is appropriate in teaching for monolog text. In this paper, writer focuses on teaching descriptive text for Junior High School students. Descriptive text that is taught in Junior High School level is a text used to describe person, place, and certain things.

There are some difficulties in teaching descriptive text in spoken form. The difficulties are faced in both teacher and student side. From teachers' side, they must find out some techniques to teach English in order to avoid making students bored. When the teacher teach speaking descriptive text, they tend to ask the students come in front of the classroom and ask them to perform about their favorite things, movie star, and their favorite place to visit along with the description about it.

In the students' side, problem is also found. Students feel bored when the teachers use the traditional technique in teaching speaking especially monolog text like descriptive text. It means that the students learn in a passive way, there is no interactive activity when the teacher delivering the lesson. It makes them they hard to understand and easy to forget the lesson.

In this paper, writer will explain the application of 'What's My Line' game in teaching descriptive text in spoken form. The implementation of this game is started with the preparation of teacher related with the material, game rules, students' group divisions, sitting arrangement, etc. After that, the steps in implemented the game and ended with follow up.

### **B. Formulation of the Problem**

The problem of this paper can be stated in following question: How is the application of 'What's My Line' game in making students actively involved in speaking class?

### **C. Purpose of the Paper**

The purpose of this paper is to discuss what teacher will do with 'What's My Line' game and to provide teacher with information how to make Junior High School students actively involved in speaking class through 'What's My Line' game.