

**USING *SUDOKU* GAME TO TEACH SPEAKING TO JUNIOR  
HIGH SCHOOL STUDENTS**

**Paper**

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(S1) Degree*



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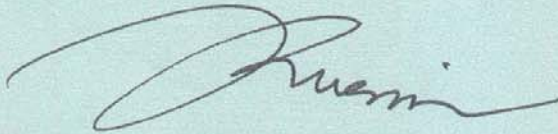
**HALAMAN PERSETUJUAN MAKALAH**

**USING *SUDOKU* GAME TO TEACH SPEAKING  
TO JUNIOR HIGH SCHOOL STUDENTS**

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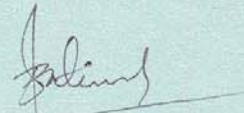
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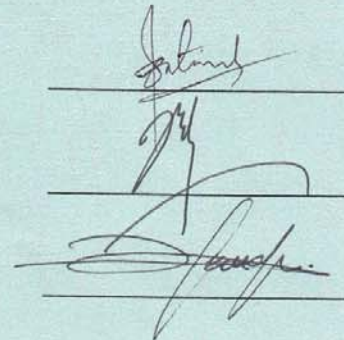
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## ABSTRAK

**Handayani, Ochivia.** 2010. Using *Sudoku* Game to Teach Speaking to Junior High School Students. *Makalah*. Padang : FBS UNP

Berbicara adalah salah satu keterampilan yang harus dikuasai siswa dalam pembelajaran bahasa Inggris, namun kenyataannya masih banyak siswa yang mengalami masalah dalam menerapkan keterampilan ini. Berdasarkan pengalaman mengajar penulis di sebuah sekolah menengah pertama, masalah ini terjadi karena beberapa faktor yaitu: siswa merasa bosan dengan teknik mengajar yang diberikan oleh guru sehingga tidak dapat merangsang minat mereka untuk berbicara didalam kelas, siswa takut dalam membuat kesalahan ketika berbicara dan tidak banyak kesempatan bagi siswa untuk berlatih berbicara dalam bahasa Inggris di dalam kelas.

Dalam makalah ini, penulis akan menguraikan salah satu metode untuk mengembangkan kemampuan siswa dalam berbicara dengan bahasa Inggris yaitu dengan permainan Sudoku. *Sudoku game* adalah permainan angka-angka yang diisi dalam sebuah kotak yang berisi masing-masing 9 kolom dan 9 baris. Dan siswa harus mengisi angka dari 1 - 9 di tiap kolom dan baris yang kosong dan tidak boleh mengulang angka yang sama. Untuk mengisi kolom dan baris yang kosong siswa harus menggunakan *asking and giving advice expressions*. Penulis berharap makalah ini akan berguna bagi guru untuk menciptakan wadah yang tepat bagi siswa untuk mengembangkan keterampilan berbicara mereka.

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The writer

Ochivia Handayani

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

English is taught as an integrated subject to develop students' language competences. The ability to communicate both oral and written in English are important because they enable the students to interact with others. This language is the predominant language of academics all over the world. With a large number of researches conducted, written and presented, English can be a very helpful tool for students to communicate their ideas with peers in their field.

In Junior High School, based on School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) the students are expected to be able to communicate in English. In making the students enable to communicate in English there are four skills that have to be mastered. They are listening, speaking, reading and writing. Speaking is one of language skills which are taught for students and stated in the curriculum. Speaking is very important, because Junior High School Students are expected to be able to communicate in English both oral and written forms.

Based on the curriculum, there are three kinds of text that should be taught to the first grade of Junior high School students. They are monolog text (procedure, descriptive) and simple functional text (announcement, greeting card). Beside that, teacher also teach simple transactional and interpersonal text. For example, asking and giving advice expression, asking and giving opinion

expression, giving compliment, greeting and etc. All of the texts should be taught integratedly through all of English skills, including speaking.

In fact, according to the writer's experience in practice teaching, many of the students cannot speak in English well. Even, most of them do not know the meaning of a simple word that they might have learnt. These problems are caused by some factors. The first problem is the monotonous technique that is used by the teacher. For example: while teacher is teaching transactional text such as the expression of like and dislike, asking for help and etc, most of teachers tend to use the monotonous technique such as reading the dialogue loudly. As a result students feel bored and do not feel the use of English for them, so this situation decrease the students motivation to speak in the classroom.

The second problem is most of students focus on correct function and structure rather than taking the chance to speak in the class. They difficult to decide the correct grammar and the suitable vocabulary that they are going to use while they are speaking. Moreover they are afraid of making a mistake that will make their friend laugh at them. The negative responses from their friend become the pressure that makes students have lack confidence to show their ability to speak.

The third problem is no time allocated for practicing English in the classroom. Not all of students get chance to speak because there are too many students in the classroom, in addition teacher also more focus in teaching the other skills rather than training the students to use English. In fact learning a language will not succeed without practicing it

There are many kinds of activities that can give the students many chances to speak in classroom. Game, for instance is one of the interesting techniques that can be used in speaking activity. Jin (2008) says that games are highly motivated since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real context. Games can also give the positive effect to the students interest and motivation in studying english as well as to increase their speaking ability. Ting (2009) suggests one of the game that can be used in teaching speaking named *Sudoku* game. This game is one of the applicable games that can be used in the classroom to encourage the students to speak up in the class. This game can be one of the activities that can give great opportunity for the students to interact and communicate in English orally. *Sudoku* is a game in which the students will be asked to fill empty number in a board by using some of the expressions such as asking and giving advice expression, asking and giving opinion expression and the expression of agreement and disagreement.

Based on the problem above, it is considered that *Sudoku game* can be one of the techniques of teaching speaking that will help the students to be able to use and practice the target language confidently and by using the language forms repeatedly, students will become fluent in relevant communication skills.

## **B. Limitation of the Problem**

There are several techniques that can be used to teach speaking. Related to the problems above, the writer focuses on the use of *Sudoku game* in teaching speaking for Junior High School students.

**C. Formulation of the Problem**

The problem of this study is formulated as “How is *Sudoku game* used in teaching speaking to Junior High School Students?

**D. The Purpose of the Paper**

This paper is aimed to show and explain to the teacher that Sudoku game can be used as technique in Teaching Speaking to Junior High School students.