

The Use of “Who Am I” Game to Teaching Speaking at Tenth Grade Students

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ABSTRACT

Many students of Senior High school especially the tenth graders have difficulties to speak English because their mood, motivation, readiness, and in idea organization. Thus, the use of *who am I* game is recommended for teaching speaking descriptive text. *Who am I* game is a kind of guessing game that used picture as media in the game. Descriptive text is the simple text than the others text, because that is the text that describes what the students get from their sensory. Descriptions reproduces the way things look, smell, taste, feel, or sound (Wishon and Burk 1980:378). The objective of this study are to describe the implementation of *who am I* game in teaching speaking descriptive text and to describe the students difficulties in speaking descriptive text using *who am I*. The research design in this study was used qualitative research. The subject of the study was the students of Senior High School 1 Wonoayu Sidoarjo; the tenth grade students of IPA7 which consist of 36 students and the English teacher of IPA7. As the result the implementation of teaching speaking descriptive text using *who am I* game made the students confident to speak English and it was effective media for teaching speaking descriptive. Besides, from the result of questionnaire shows students difficulties are they feeling shy, anxious, afraid, and worriness in speaking English. Then as the suggestion of this study students should be confident when practice English.

Key words: Speaking, ”who am I” game, Descriptive text

ABSTRAK

Banyak siswa siswi Sekolah Menengah Atas khususnya kelas sepuluh selalu mempunyai kesulitan untuk berbicara bahasa Inggris karena suasana hati mereka, motivasi, kesiapan dan merangkai ide. Oleh sebab itu di rekomendasikanlah permainan *who am I* untuk mengajarkan kemampuan berbicara bahasa Inggris khususnya dalam materi teks deskriptif. Permainan *who am I* merupakan jenis permainan tebak-tebakkan yang menggunakan gambar sebagai media dalam permainan tersebut. Teks deskriptif adalah teks yang sederhana daripada teks yang lain. Deskripsi dihasilkan melalui benda-benda yang terlihat, bau, rasa, merasa, atau suara (Wishon dan Burk 1980:378). Tujuan-tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan permainan *who am I* dalam pengajaran kemampuan berbicara untuk materi tesk deskripsi dan untuk mendeskripsikan kesulitan-kesulitan siswa dalam berbicara bahasa Inggris. Disain penelitian telah menggunakan penelitian kuitatif. Subyek dari penelitian in dalah siswa-siswi Sekolah Menengah Atas 1 Wonoayu Sidoarjo; fokus pada siswa-siswi kelas sepuluh IPA7 yang terdiri dari 36 siswa. Hasil dari pengaplikasian permainan *who am I* dalam pengajaran kemampuan berbicara untuk materi tesk deskripsi telah membuat siswa peyadayiri dalam berbicara bahasa Inggris dan media yang efektif untuk materi tesk deskripsi. Hal tersebut di tunjukan dari penampilan meraka dalam permainan selama dua kali pertemuan. Disamping itu, hasil dari kuesioner juga menunjukkan bahwa kesulitan siswa dalam bicara bahsa Inggris adalah mereka merasa malu, kuatir, takut, dan ketakutan dalam bicara Bahasa Inggris. Kemudian sebagai saran dari penelitian ini siswa harus lebih percaya diri ketika praktik bahsa Inggris.

Kata Kunci: Bercicara, Permainan “who am I”, Tesk Deskriptif.

Background of The Study

International language is English which has position to communication in the world. English has been learned from elementary level until university level in Indonesia and students must be able to listen, speak, read, and write. Which first content of listening curriculum understand transactional text and conversation of interpersonal variation meaning and written that content of narrative, descriptive, recount, etc. in this proposal the researcher will focus to research how far the students can speak about descriptive and what are student's difficulties in speaking.

According to Warriner (1982) stated that descriptive text is a text which describes something that implore directly to the sense. Descriptive text is the simple text than the others, because descriptive text is the text that describe what the students get from their sensory. But most students feel that speaking descriptive is difficult. Wardhani (2013:2) stated that the students do not want to speaking English in the class because they are too shy and anxious then, Alan (2012:3) stated that The students feel shy and afraid to speak English in the class because they think that keeping silent is better than make mistakes in speaking class. But speaking is one of the four skills of English that should be grasped by students. Although grasping speaking skill is not easy and it has something to do with the student's mood, motivation, and readiness. According to David Nunan (2003:48) states that since speaking happens in the real time and in a spontaneous way it will more difficult than others skills.

The teacher must use interesting media who the student like such as picture, movie or game to make the students feel confident and enjoy to study. In this case the researcher chooses game as specially is who am I game as the media to teaching speaking descriptive because all of the students like to play game. According to Johnson (1988:72) stated that games are interesting because they are fun the relaxes atmosphere fostered by the games has been showed to be precise learning. This is an effective medium to teacher in teaching speaking descriptive text, because it will make the students fell fun, enjoy and confident to speaking English, if the student feel fun and enjoy they will can organize their idea in very well and also more confident in speaking. So using *who am I* game with the good enjoyable situation will make the students get an idea to say what they think confidently and this media can make the teacher's class more enjoyable.

By using *who am I* game as the media, it is hoped the students can add their vocabulary and it is can make the students to express their idea in their mind than make the students enjoy

and confident to speaking English. In this study the researcher choose the tenth grade students of Senior High School as the researcher's subject to know their difficulties in speaking descriptive text and the implementation of teaching speaking by using *who am I* game. Based on the reasons above the researcher interested to taking up that title of this study.

Research Method

In this research there are two statement of the study a). How is implementation to teaching descriptive text by using *who am I* game ? b). How are the students difficulties in speaking descriptive by using *who am I* game ?. To answer the statements the researcher was used descriptive qualitative research design that has relation with the main purpose of this study. According to Chariri (2009:9) stated that descriptive qualitative research that was used to described the natural phenomenon such as what, why, and how it is happened then the subject of this study are the subject of this study was the students and the teacher of IPA7 students of Senior High School 1 Wonoayu Sidoarjo, focus the tenth IPA7 grade students. There are 36 students in the tenth grade with the source of the data are teaching learning process in the class and the questionnaire was gave to the students during the researcher completed the data.

And to collected the data the researcher was used observation, questionnaires. According to Bogdan (1972:3) stated that participant observation is observation which interact between researcher and subject and it need the long time to analyze the subject. To make the observation easily the researcher was used non participant observation with the instrument of this technique is filed note. The second technique is questionnaires. Questionnaires is a set of written questions that are gave to the students in order to collected their opinion about the their difficulties toward *who am I game* in speaking descriptive of the classroom. According to Suharsimi Arikunto (2006:174) stated that a questionnaire is a number of written questions which is used to gain information from respondents or the research's subject about their knowledge, belief, ect and in this technique the researcher was used questionnaire draft.

Research Finding

In this study the researcher found the data since two meetings. The first meeting was conducted on 03rd March 2018 and the teacher started the class with greeting to the students after that checked who was absent that day to make sure that all the students were present. Then the teacher gave the questions about descriptive text to make sure that they were remembered about descriptive text because the material was learned in the last week. All of

the students could answer the teacher's questions then the teacher continue with explained about what the activities that day. Then the teacher instructed the students to make a random group consist five or six students in a group by themselves, and they gave their group name with name of flowers there are Bougainvillea group, Jasmine group, Tulip group, Lotus group, Orchid and sunflower group.

Next the teacher explained that they were played the game named *who am I* game and the teacher mention the rules and the steps of *who am I* game and gave them a picture of Borobudur Temple for Bougainvillea group, picture of Jayawijaya Mount for the Jasmine group, picture of Kiluan Bay for Tulip group, picture of Bunaken Diving Park for Lotus group, picture of Pink Beach for Orchid group, and a picture of Monas Sunflower group and also a bit of time to describe or to find the clue of the picture from Google before the students started to describe the picture orally. The game started with Bougainvillea group first and they describe the picture of Borobudur Temple, second game was played by Orchid group described about Pink Beach, and the last group was played by Tulip group describe about Kiluan Bay. At 03.00 pm time was over and the game would continue next week.

The second meeting was conducted on 10th March 2018 and the class early than last meeting. The teacher started with greeting to the students and checked who was absent and there are three students were absent. After that the teacher instructed the students to sat in their group same with last week. The game continued the first group is Lotus group was described picture of Bunaken Diving Park, the second is Sunflower group was described the picture of Monas, and the last group is Jasmine group was described picture of Jayawijaya Mount. The game finished at 02.30 pm and the researcher shared some questionnaires in order to find out the student's difficulties in using *who am I game* for describing tourism places in speaking activity in the class. After that the leader of X-IPA7 to lead pray before took a rest and the result of questionnaires were presented in the table in the chart.

Based on the result of questionnaire above the researcher change the result in to percent to make the reader easily to understand the data. The researcher using formula as follow:

(Arikunto,2005)

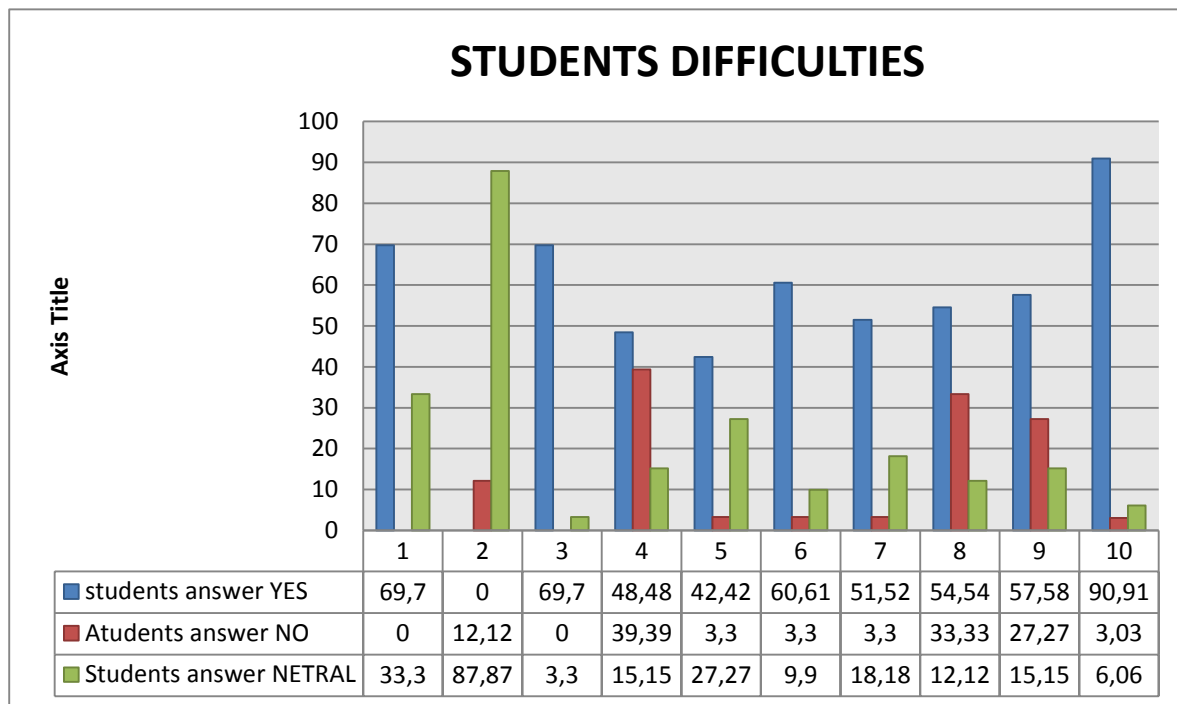
The Sum of The Student's Response of one Question

The Number of The students

X 100

Then the result of questionnaire in percent were present in the chart 1.

Chart 1. The Result of Questionnaires in Percent



Based on the chart above we know that the student difficulties in speaking English are they felt shy, afraid, anxious and they could not to express their idea in their mind very well. Its show in the chat that most of the students answer “YES” in question number five, the question is do you feel difficult to speak English because you do not have enough vocabulary?, then the question number six with the question is do you feel shy to speak English in front of class ?, Next the question number seven with the question is do you feel afraid to make a mistake when you speaking English ? and the last question number eight with the question is do you feel afraid make a mistake when you are speaking English ?

Discussion

The result of collecting the data from observation of teaching learning process, students difficulties and the implementation of teaching speaking descriptive text by using *who am I* game were described by the researcher in analysis discussion below.

First discussion of the implementation in the first meeting of teaching speaking descriptive text by using *who am I* game. The researcher found that the implementation of teaching speaking descriptive text using *who am I* game made the students confidence to speaking English and it’s was effective media to teaching speaking descriptive. The students

were enjoyed, confidence, and interested to speaking English used *who am I* game when they were describing picture of tourism places. It's related with statement of Uberman (1998:20) stated that games are one of many tool to motivated the shy students and can give them more chance to explicit their opinion and feeling

In second meeting the implementation of teaching speaking using *who am I* game was ran well because the students focused on their vocabulary to describe the picture and also they could express their idea in their mind very well than the first meeting. It's related with Uberman (1998:20) stated that games are one of many tool to motivated the shy students and can give them more chance to explicit their opinion and feeling. The class situation was very noisy, some students speaking in Bahasa and made the other students cloud not focus to speak then, the teacher gave them instruction to silent. They looked enjoy and confidence to speak English although they lack of vocabulary.

Next discussion of students' difficulties Based on the questionnaire there was 42.24% of the students who answered "YES" in question number five, 60.61% of the students who answered "YES" in question number six, 51.52% of the students who answered "YES" in question number seven and 54.54% of the students who answered "YES" in question number eight. It means that the students difficult in speaking English because they felt shy, afraid, anxious and they could not to express their idea in their mind very well. It related with statement of Wardhani (2013: 2) stated that the students do not want to speaking English in the class because they are too shy and anxious then and Alan (2012:3) stated that The students feel shy and afraid to speak English in the class because they think that keeping silent is better than make mistakes in speaking class.

Conclusion

Based on the analysis of findings and discussion, the researcher concluded that the research of Teaching Speaking Using *who am I* game at SMAN 1 Wonoayu was effective to teach speaking. The researcher said that teaching speaking using *who am I* game to describing tourism place in Indonesia could make them confident and enjoy to speak without being shy, afraid, anxious and worried could not to express the idea.

Then, based on the student's response on questionnaires, the researcher could say that the students difficulties in speaking English because they felt shy, afraid, anxious and they could not to express their idea in their mind very well and by using *who am I* game in speaking descriptive text was make they more confident and enjoy to speak.

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