

Teaching Speaking Using Mafia Game For The Eleventh Grade Students

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ABSTRACT

Speaking is one of four language skills which is considered as difficult especially for the eleventh grade students because of many reasons like less motivation and lack vocabulary. The use of mafia game to teaching speaking asking and giving opinion is recommended because mafia game is a kind of party game which is often played in gathering with many players. The research purposes are to describe the implementation of mafia game in teaching speaking asking and giving opinion and to describe the students difficulties in speaking asking and giving opinion using mafia game. This reserach used descriptive qualitative method. The data were taken from English teacher and the eleventh grades students of XI IPA1 with 18 students at SMA PGRI 5 Sidoarjo. As the result, the implementation of teaching speaking asking and giving opinion using mafia game made the students more confident, enjoy to speaking English and it was effective as media to teaching speaking opinion. Based on result of questionnaire, the students difficulties are they felt shy, afraid, anxious if make a mistake, they could not to express their idea very well, and had lack or limit of vocabulary. Then as the suggestion of this research is when the students play mafia game to practice speaking English, they should be more confident to share their ide or opinion in group because it can effect the way of mafia game. Mafia game focuses on the players and the rule was not affected by the previous game. This is good for observe students behaviour effectively.

Key words: Speaking, and Mafia Game

ABSTRAK

Berbicara adalah salah satu dari empat skill keterampilan yang dianggap sulit terutama bagi siswa siswi kelas XI karena berbagai alasan seperti kurang motivasi dan kurang kosakata. Penggunaan *mafia game* dalam mengajar berbicara terkait bertanya dan meminta pendapat dapat direkomendasikan karena *mafia game* semacam permianan pesta yang sering dimainkan dengan banyak pemain. Tujuan penelitian ini adalah untuk mendeskripsikan penerapan dari *mafia game* dalam mengajar berbicara terkait bertanya dan meminta pendapat dan mendeskripsikan kesulitan-kesulitan siswa terkait bertanya dan meminta pendapat dengan menggunakan *mafia game*. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian di ambil dari guru bahasa Inggris dan siswa kelas XI IPA1 yang berjumlah 18 siswa di SMA PGRI 5 Sidoarjo. Hasil dari penerapan *mafia game* dalam mengajar berbicara terkait bertanya dan meminta pendapat membuat siswa siswi lebih percaya diri, nyaman dalam berbicara bahasa Inggris dan efektif sebagai media untuk mengajar berbicara pendapat. Berdasarkan hasil dari kuesioner, kesulitan-kesulitan siswa dalam berbicara bahasa Inggris adalah mereka merasa malu, takut, cemas jika membuat kesalahan, tidak bisa menngutarakan ide mereka dengan baik, dan juga terbatas dalam kosakata. Kemudian saran dari penelitian ini adalah ketika siswa-siswi bermain mafia game sebagai latihan berbicara haasa inggris, mereka seharusnya lebih percaya diri untuk mengutarakan ide atau pendapat mereka dalam grup karena hal itu bisa mempengaruhi jalannya *mafia game*. *Mafia game* berfokus pada pemain dan aturannya pun tidak terpengaruh pada permainan sebelumnya. Permainan ini bagus untuk mengamati perilaku siswa secara efektif.

Kata Kunci : Berbicara dan Permainan Mafia

INTRODUCTION

Language as a tool for communication takes an important role in our daily activities because without communication, we will be left behind especially for communication in foreign language. Foreign language is a bridge to get information, knowledge, and culture. We need language to express their feeling, ideas and desires to others. One of the languages that holds and plays a very important role is English, especially nowadays in this globalization era where people must communicate with other people from different countries in many purposes and contexts. Many people need to learn English beside their native language. Because English is international language in the world and learn English is important. Indonesia government decided that English as a compulsory subject for formal school.

Speaking is one of the important skills which the students should acquire in order to be able to communicate in oral communication. It supported by Ur (1996:43) considered that speaking as the most important skill between four skills (listening, speaking, reading, and writing). When the students are able to communicate in oral language they would be able to express their thoughts, feeling, opinions, and experiences. But most of students think that speaking is one of difficult skill beside listening, writing, and reading. According to Ur (1991:121) state that many students have some problem in speaking. The first problem is inhibition. The students also worried about make mistakes or simply shy of the attention that their speech attract in classroom or other place. The second problem is nothing to say. We often hear the students complain that they can not think of anything to say because they have no motive to express themselves beyond the guilty feeling that they should be speaking. The third problem is about Low or uneven participation and the last problem is mother tongue use. It is easier for the student to use their mother tongue in their class because it looks naturally. Unfortunately, most of the students are not disciplined in using the target language in the learning process.

Based on some of the problem in speaking, most of students can not express their idea or opinion very well in group or in front of the class. Harmer (2002: 345) gives statement that most of students are often reluctant to speak because they are shy and tend not to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion. In addition, Susilawati (2007) state that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way

how to pronounce certain words, is the potential problems that can hinder the students to speak. Brown (2001) also states that the shyness and anxiety are considered as the main causes of students' reluctance to speak.

To lead the students to be able to speak their opinion, the English teacher must be creative and imaginative. It means that, English teachers should apply some kinds of teaching techniques that could be successful in English classroom. They can use techniques like discussion, role play, drama, simulation, storytelling, or game. Actually, speaking also can be increased by using game in the classroom because games is one of the techniques that can be applied in teaching speaking. Games is one potential activity that gives to students' feeling of freedom to express themselves. Games are also potentially useful to encourage students to interact and communicate with other students orally. Brewster and Ellis (2002:27) games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. It is easy to do in the classroom. It is supported by Ersoz (2000) who believes that games are highly motivating in foreign language in teaching because they are amusing and interesting they can be used to give practices in all language skills and can be used to practice all types of communication.

In this case, the researcher choose a game especially mafia game as media to teach speaking asking and giving opinion. By using mafia game as media to teach speaking asking and giving opinion, researcher hope that the students can more confident to speak in front of the class, then also have new vocabulary and more fun in the class.

RESEARCH METHOD

In this study, the researcher used descriptive qualitative as the research design because descriptive qualitative research is one of research method which is easily to used for describe the situation in the class while learning process and the researcher can made an observation in the class and following the learning process. The researcher got more complete data from class observation and given questionnaire to the students. According to Arikunto (2010:3) state that descriptive research is to investigate the situation, condition, or anything else that has been mentioned that the result will be presented in the form if a research report after the researcher completed the observation. The result of the research

would explained in form of descriptive. The subject of the study were the English teacher and the Eleventh grades students academic year 2017/2018 of SMA PGRI 5 Sidoarjo, class XI IPA1 with 18 number of students. The source of the data in this research were teaching learning process and some documents that supported of this study. According to Arikunto (2006:129), "Source of data is the subject where the data can be gotten". The first data was the teacher and students activities starting the beginning until the end of the English teaching learning process, students behavior and class condition. The second data was some documents that supported this study. Then for the research instruments, the researcher used observation field note and questionnaire.

RESEARCH FINDINGS

In the research findings, all of the data were analyzed and explained. The resereacher was described the implimentation of teaching speaking asking and giving opinion by using mafia game and what are the difficulties of students in learning by using mafia game in XI IPA1 SMA PGRI 5 Sidoarjo with 18 students.

The first meeting was conducted on Wednesday, 25th of April 2018 at 09.15 a.m until 10.45 a.m. At a half past nine until a quarter past ten, the teacher explained about material which related with asking and giving opinion, like formal and informal situation of expression opinion, expression personal opinion, asking and giving opinion in formal and informal situation, and practice to conversation in front of class. During teaching learning process for the first meeting, most of student were not confident to speak in English. Actually, a half of them understand when the teacher used English in teaching learning process to explained material or gave questions for them. But they were still used their mother tongue to answer or ask question when they did not understand about material.

At twenty past ten, the teacher asked about mafia game to the students. But no one knowing about mafia game. Then, the teacher explained briefly about mafia game. The teacher explained that mafia game was a party game which has two group : Mafia and citizen. Mafia game must have a moderator to set the game. Mafia game have two phases also : morning and night. When morning came it time to discussion to fiund the mafia and when night came it's time to mafia kill the citizen. Then the teacher explained about the role of Mafia and citizen. Role mafia to kill citizen in night but when morning came, the mafia would as citizen. Mafia knew their team. Role of citizen as a ordinary people and did

not know who is the mafia in the group. The game end when all mafia members were eliminated or there were more mafia member than citizen.

After explain briefly, the teacher applied mafia game at a half past ten. Before started the game, the students asked to used Bahasa because still practice. The teacher agree to used Bahasa for practices mafia game. Not all students joined the game because most students did not uderstand, so they were watch their friend who already understood. The teacher as moderator in mafia game. There were eight students play mafia game. When they were countinued the game, the time was a quarter to eleven. So the time was end and the game continued next meeting.

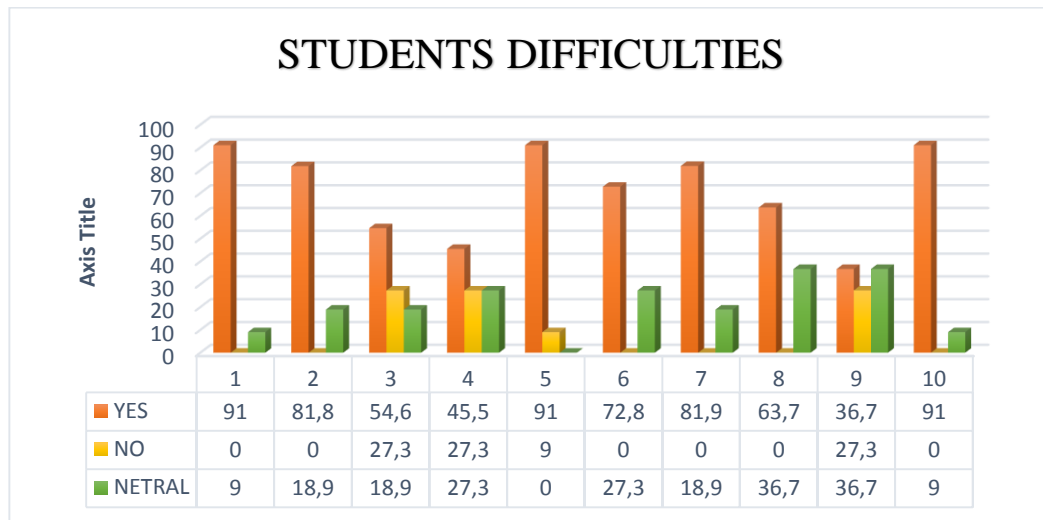
In the second meeting was conducted on 23rd May 2018 started at 09.15 am until 10.30 am. The teacher was review material about asking and giving opinion last meeting. At a half past nine, the teacher asked the students to countinue mafia game. When played mafia game, the teacher asked students to speak their opinion use English and use Expression of asking and giving opinion in mafia game. But when they played mafia game, no one to speak their opinion because they felt afraid to speak full English. They told to the teacher if they did not speak in full English because they lack or having limit in their vocabulary, then they afraid to make mistake spoke in full English. They also confused to make right sentences in English and they shy spoke English to shared their opinion in classroom. Then the teacher gave intsruction again to speak their opinion used Bahasa and English not full English. They were play mafia game as a second time with eleven players. The game finished at a quater past ten and the teacher felt so proud with the students because they could speak English very well than last week although some of them used Bahasa or Javanese language when they speak. The students also more confidents to speak than before.

After teaching learning process was implemented in the class, the teacher gave the students a questionnaire of teaching speaking using mafia game in asking and giving opinion. Based on the result of questionnaire, 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

Chart 4.2.1. The Result of Questionnaires in Percent



Based on the questionnaire, it has some questions which related with the students difficulties to speak English. The first at question number five , it is about students felt not confident to express their idea in speaking English. The second at question number six, it is about students felt worried to made mistake in speaking English. The third at question number seven, the students were felt that speaking English is difficult because they did not have enough vocabularies.

DISCUSSION

Based on the research findings, *mafia game* had been successfully used in facilitating the teaching English especially in speaking. It supported by Martin (1995) in Brewster and Ellis (2002: 172) describes a game in language teaching is fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.

In the first meeting and second meeting, the researcher find that the implementation of teaching speaking asking and giving opinion using mafia game was interesting for the students. But during teaching learning process for the first meeting, most of student were not confident to speak in English. Actually, a half of them understand when the teacher used English in teaching learning process to explained material or gave questions for them. But they were still used their mother tongue to answer or ask question when they did not understand about material. When played mafia game, the students were discussion mafia

game and they made mistakes in vocabulary and structures. They also got some difficult to express their idea in mafia game because they look afraid and anxious when they made mistakes in speaking English, so they use Bahasa and English to make correct sentences in how to express asking and giving opinion in game. But when they played the third times, they were more enjoy and confident to express their idea very well in discussion mafia game using expression of asking and giving opinion.

For student's difficulties, based on the questionnaire there was 91% of the students who answer "YES" in question number five, 72,8% of students who answer "YES" in question number six, 81,9% of the students who answer "YES" in question number seven. It means that the students difficult in speaking English because they felt shy, afraid, anxious, making mistake, then they could not to express their idea ver well, lack or limit of vocabulary. It supported by Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Brown (2001) also states that the shyness and anxiety are considered as the main causes of students' reluctance to speak.

CONSLUSION

Based on the analysis of research findings and discussion, the researcher concluded that the research of Teaching Speaking Using Mafia Game in SMA PGRI 5 Sidoarjo was effective. From the result of observation, the researcher find that teaching speaking asking and giving opinion using mafia game make students of XI IPA1 more confident, and enjoy to speaking English. While they are discussion in mafia game, they also got new vocabulary from their friends. The students of XI IPA1 also can express their idea little by little more better in discussion mafia game.

Based on the student's response from questionnaires, the researcher find that speaking English is difficult because the students felt shy, afraid, anxious, making mistake in speaking English, then they could not to express their idea very well and they also lack or limit of vocabulary. But by using mafia game in speaking asking and giving opinion was make they more confident, and enjoy to speaking English.

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