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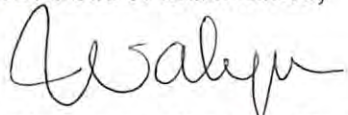
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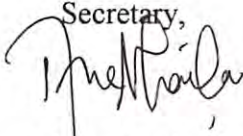
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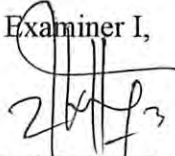
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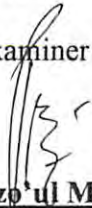
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ABSTRACT

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This research discusses about “The Application Of Games In Teaching Speaking At MA Sunan Bonang Parengan”. This research is conducted at Ma Sunan Bonang Parengan that located at Parengan Tuban. The researcher adopted an action research model an acted as a classroom teacher, the instruments of the research are observation checklist, questionnaire, and note taking. The problems of discuss are what kind of games can be used in teaching of speaking, how games are applied in teaching of speaking, and what are the students’ responses to the use of games in teaching of speaking, From the first problem is found that there are three games that can be used in the teaching speaking; Whisper Circle, The Hot Seat Game, Tell me what You Got. Second, the researcher applied 3 kinds of games. The games offered by the researcher, and choose topics, which were simple and familiar to the students. The results were obtained from the observation and the notes during the activities in the class. The result showed the condition of the students’ speaking ability through games. In this case, the researcher observed and noted what was going on in the class activities. The researcher spent three times to practice the games. Third, The students responses towards the use of the game themselves were good. They agreed with the application of games as a means that was because this technique gave them relaxed atmosphere to interact and socialize with each other and also to express their ideas. Although, they still ashamed to speak. The games activities would not lead them less confidence because there would not only one but also all groups would achieve success. Games also enable the students to learn many things from their friends and to socialize with another by trying to help one another to accomplish a task given.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is the language mostly used around the world and as an International Language. Almost, all books on science and outstanding journals are written in English. Its function is a means of communication in business meeting and other activities among government over the world. Beside that English is used for science, knowledge, new invention in field of modern technology, pharmaceutical, medical, and etc. Due to the importance of English, the Indonesia government through the National Education Department quoted by Yitno states that “English is a means of communication in oral and written. Communication in that language means to express information, thought, feeling and also to develop knowledge technology, and culture”¹

As a developing country, Indonesia really needs English because Indonesia government is trying to improve all life aspects that are usually faced by all countries. One of these aspects is education. Therefore, the government deeply concerns with English Teaching. The government has put English as one of the compulsory subject at school, which must be taught to students from elementary to university level.

¹ Yitno, *"Teaching Listening in Senior High School"*, Unpublished S-1 Thesis, (Surabaya: Surabaya State University, 2004), p.4

1.4 Scope and Limitation

To avoid misunderstanding what the researcher has explained, the researcher gives limitation of this study: among four skills, the researcher discusses speaking only for second year students at MA Sunan Bonang Parengan and the researcher uses three games in teaching speaking: Whisper Circle, The Hot Seat Game, Tell me what You Got.

1.5 Definition of Key Terms

The researcher wrote down the definition of key terms to support the readers understanding this study easily and have same interpretation.

1. Teaching is giving somebody knowledge or skill.⁴
2. Speaking is expressing, idea, feeling or opinion.⁵
3. A Game is an activity in the classroom with rules a goal and element of fun.⁶

⁴ Oxford Learners's Dictionary, (New York: Oxford University Press, 1991), p.425

⁵ Oxford Learners's Dictionary, (New York: Oxford University Press, 1991), p.396

⁶ Jill Hadfield, *Intermediate Communication Games: A Collection of Games and Activities for low to mid-Intermediate Students of English*, (England: Longman, 1990) p.vii

- a. **Inhibition.** Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. **Nothing to say.** Even if they not inhibited. You often hear learners complain that they can not think of anything to say: they have no motivate to express themselves beyond the guilty feeling that they should be speaking
- c. **Low or uneven participation.** Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate. While others speak very little or not at all.
- d. **Mother-tongue use.** In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to another in a foreign language, and because they fell less 'exposed' if they are speaking their mother-tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.¹³

Wang quoted by Rahmawati suggested some teaching strategies in English oral presentation and oral practice in English classes, they are:

1. Cultivating language habits by being exposed to wholly English presentation in a class.

In learning as a foreign language, it is important to use the language completely in the presentation. For beginners they have to adjust to a new language environment with the aid of the teacher's facial expression and gesture. These activities will be useful to acquire the language.

- ## 2. Creating lively atmosphere for communicative activities

¹³ Penny Ur, *A Course in Language Teaching; practice and theory*, op.cit., p.121

- d. Entertaining the students but does not cause the group to get out of control.¹⁸

Meanwhile, Tyson stated How to choose games:

1. A game must be more than just fun.
2. A game should involve “friendly” competition.
3. A game should keep all the students involved and interested.
4. A game should encourage students to focus on the use of language rather than on the language itself.
5. A game should give students a chance to learn, practice, or review specific language material.¹⁹

In line with Tyson, Aydan Ersoz in Six Games for the EFL/ESL Classroom gives some advice in choosing a game:

- Games should be regarded as supplementary activities. The whole syllabus should not be based on games only even for young learners.
- When choosing a game, the teacher should be careful to find an appropriate one for the class in terms of language and type of participation.
- Once the game has begun, the teacher should not interrupt to correct mistakes in language use.

¹⁸ Julia Dobson, "Try One of My Game", (The art TESOL selected Articles from the English Forum Part two) Vol. XIII Number 3 & 4

¹⁹ <http://www.esldepot.com/section.php/4/0>

whisper what he has read on the card to the person on his back. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud.

3. Asked them to write down the sentences and arranged those sentences to be a paragraph.
4. Discuss and identify the expressing of embarrassments from those paragraphs.

2. Tell Me What You Got

Name of Game : Tell me what you got

English Skills : Speaking

Objective : make a story based on the picture given by the teacher

Instructions :

1. Asked the students to work in pair
2. Give them a picture for every pairs
3. Asked them to discuss those picture and make a story
4. Every pairs deliver the result of their discussion by speaking aloud.

Collin w. (1993: 12) in Play game with English also said that "... the teacher role, once the group listening in, contributing and if necessary correcting."²⁵

Adaptability

- Easily adjusted for age, level, and interest
- Utilizes all four skills
- Requires minimum preparation after development

Based on the advantages discussed above, researcher choose games as an alternative to teach speaking to help students experience and the students can use the language.

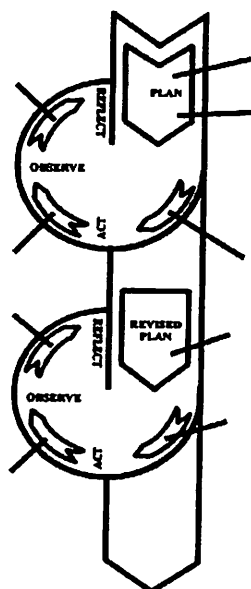


Fig. 1 Action Reflection Spiral Model (Kemmis and Taggart, 1988)

In the plan step, after the problem had been identified, the plan of action was done to improve the present situation. The detailed plan was needed to inform what the modification of presenting games was and how the revised teaching strategies would be applied. In this Level the researcher designed a lesson plan for teaching English, especially for speaking skill. It consists of formulated objective, selected and organized materials. The researcher also prepared media. **In action step**, what the researcher had planned was applied in this level. Meanwhile the effect of action levels will be observed and documented at **the observation step**. Finally the effect that was recorded during the observation were evaluated and explained to be further planning, acting in **reflecting step**.

3.2 Research Setting and Subject

In order to collect the data the second year students of MA Sunan Bonang Parengan Tuban that consists of 33 students employed as the subject of this study. They were chosen with the consideration that they have learned English four year. Here the writer hoped that English was not something new for them so they could communicate although in a simple way. Moreover, they still like activities that promote a lot of fun, such as games.

The setting of this study was MA Sunan Bonang Parengan Tuban. This place was chosen because the situation inside the school is conducive and comfortable. The researcher chose one class considering that the students have different levels and heterogeneous background (some have joined English course, or some have not). By doing so, the researcher could see whether or not games were appropriate to be applied to the students.

3.3 Data

This data in this study comprised the result of the observation checklist, the questionnaire and the note taking taken by the researcher during the observation of the application of the games from three meetings. Those 3 kinds of data were functioned as followed:

- The result of the observation checklist

a. Preliminary Study

Before doing the research, the researcher make preparation those are:

- ### **b. Implementation The Plan**

[illegible]

embarrassment, after the researcher greeting to the students and check the attendance list, the teacher explained about the topic and write down on the blackboard. After that the researcher started to introduce the games. And gave the rules and how the game should be played. After the students understand what is described by researchers, then the researcher divided students into 6 groups and every group consist of 6 students another Group is 5 students. And choose one leader from each group. The researcher asked the leaders to come forward and gave them the card, which has the sentence. Every group has different sentence, which has relation with the topic. The researcher ask the leader of each group to memorize the sentence in one minutes, and asked them going back to his group and whisper what he has read on the card to the person on his back. The class was noisy because most of them gave applause to the students who have completed their turn, and the last person from each group, spoke out loud together, then researchers warned that they should speak one by one. Some of them have made a mistake in pronunciations, but, the researcher corrects their mistakes after they finished their word in order not to discourage the students to speak. After they finished talking, the researchers gave the correct pronunciation by writing on the

speak, but when the teacher asked to raise their hand, no one speak. The researcher started to introduce the game by asking one of their friend come forward and doing the game according to the rules. After that researcher said that they could raise their hand and create question if they have difficulties to understand the rules of the game. No one of the students who make a question, than researcher divided the class into pair work, and then researchers began to distribute the picture for every pairs, and give them 15 minutes to discuss with their friend, if some of the students start talking in Indonesian the researcher remind them by saying "in English, please" the researcher asked them to deliver their result from discussion. At the last the researcher discuss briefly some grammar mistakes and wrong pronunciations that occurred, the researcher also corrected the grammar errors after the student finish their speech.

In general the game was playing well than before because in this cycle the researcher do not need repeat the instruction for many times, because the students have understood what they have to do and they showed cooperative behavior during playing the game. And some times some students asked the researcher the meaning of the instruction and they were not afraid to express their thought although some of them still mispronounced some

researcher then organized the students into group work and selects a leader to make them easier to be controlled. The researcher put a 'hot seat' in front of the class and facing away from the board. One team has a time and their leader sat in the hot seat, the researcher began to write five words on the board, so the leader could not see them, and number the words 1-5, each team member is assigned a word or words on the board. And some team members may have more than one word, after the leader sit down in "hot seat" team members communicate their word to the leader without saying the word with no spelling, writing, or drawing allowed, the team members can say 'pass' if their word is too difficult, Each team has 5 minute to get as many words as possible

In this cycle the students' willingness to speak was better than previous cycle, although they made mistakes they are not afraid to speak up, they all motivate to speak because the topic encourage them although there were still errors found in their speech,

In this cycle the students showed some improvement. They were easier to be controlled than previous cycle, they did not make class noisy like previous cycle. The students also more confidence to speak up although there were still grammar

- i) Hero [herəv] instead of [hiərəv]

In the last cycle the students also made some improvement. They were easier to be controlled than previous cycle, they did not make class crowded like previous cycle. The students got used to the game. They felt confidence to speak in front of their friend. It made them feel free in expressing their idea. Their willingness to speak was better compared to the one at the previous cycles. The technique made the students and the atmosphere of the class more lively.

4.2 The result of the questionnaire

In conducting her research, the researcher also used questionnaire to collect the data. She used this technique to know the students' responses to the use of game. The analyses of the students' response then indicate the responses of using games while the games were applied in the speaking class. Concerning the result of the questionnaire the researcher comes with conclusion that game, in fact could applied in teaching speaking and help the students to practice their speaking ability, because the games could create a relaxed atmosphere, so that the students could express their ideas freely. Moreover, the topic used in the application of the games could motivate them to participate actively in the speaking class activity they had already been familiar with some words related to the topic.. The followings are the indicators being measured and elaborated in the questionnaire:

very much. In addition 39.39 % of them stated that they less interested in speaking English

2. The student's opinion about speaking skill

From the table above, it can be seen that most of the students were keen on the speaking skill. Furthermore, 27.27% of the students stated that they liked the speaking skill very much, 69.7 % were interested in speaking skill and only 3.03% were less interested in the speaking skill

3. The students opinion about the game technique

36.36% the students stated that the technique was easily understood. 48.48% stated that it was rather difficult to understand. 3.03 stated that it was difficult. In addition 12.12% of the students stated the technique was quite easy to understand.

Most of the students stated that the rules of the games should be explained more clearly in order that they could understand the instruction and play the games very well. In addition 66.7% of the students also like to the application of the game in speaking class. And 33.33 % of them were keen on the application of games in teaching of speaking.

Meanwhile, during the application of games, 21.21% of the students stated that they often worked in groups to discuss the materials given and 42.42% stated that they rarely discuss it together with their group. And 18.18% of the students stated that they never discuss with their group. In

4.3.1 How games are applied in teaching of speaking

The researcher applied 3 kinds of games. The games offered by the researcher, and choose topics, which were simple and familiar to the students. The results were obtained from the observation and the notes during the activities in the class. The result showed the condition of the students' speaking ability through games. In this case, the researcher observed and noted what was going on in the class activities.

In the first meeting, for example, there were so many problems faced by the researcher. At the first meeting, the students were still difficult to understand the direction.

45.45 % percentage of the students that they were motivated to practice their speaking skill when games were conducted and 57.58% percentage of the students stated that they felt free and comfortable in expressing their opinions and thoughts when the games were conducted, it means that the students' response and participation during the class was fair.

Having said that, the students were still difficult to imagine about what they should do from the games. It took a long time for them to imagine the games. They whisper each other and did not ask any question to the researcher about the instruction. Sometimes they got difficulties to arrange the sentences or the pronunciation. Such as: arranging the word or sentences, selecting the word (diction), and structure. Beside that, they

were afraid to express their idea in front of the class. So, they were just speaking slowly, or whisper each other.

However the activities are not done perfectly, but the students' response and active involvement during from time to time were good. All the activities in the class running well. It can be seen in the observation checklist for the students. Most of students participated and responded to the teacher explanation in the last cycle. It showed that the percentage of the students' response and participation during the class was good.

Though in the first meeting, there had been a serious problem. But, gradually it can be solved. Exactly, the students' speaking difficulties were in properly speaking. Firstly, as the researcher said above, they just felt shy and afraid, it is because they rarely practiced it in their daily activity, either in the school activity (class) or outside of school with their friend. Secondly, the students' difficulties related with the language itself. Most of them made mistake in pronunciation and structure. In pronunciation, the students made mistakes, especially in the first cycle and second cycle. The mistakes or error were influenced by their interlingual error (the error that which could be traced to L1) usually they made sentences with Indonesia structure

4.3.2 The students' responses to the use of games in teaching of speaking

The students responses towards the use of the game themselves were good. They agreed with the application of games as a means that was because this technique gave them relaxed atmosphere to interact and socialize with each other and also to express their ideas. Although, they still ashamed to speak. The games activities would not lead them less confidence because there would not only one but also all groups would achieve success. Games also enable the students to learn many things from their friends and to socialize with another by trying to help one another to accomplish a task given.

5.2 Suggestions

At the end of this study, the researcher would like to give some suggestions related to the result of this study, the suggestion are presented as follows:

1. The topic of the study must be interesting and familiar to the students, because it would be motivated to practice their speaking ability because if the topic familiar with them they may have been familiar with some words related to the topic used. So, they would be easy the choosing and compose into sentence. Making a lively atmosphere before starting games, in order to stimulate the students to be active by raising simple question to the students. Explaining the rules of the games more clearly and slowly in order to make them easy to understand and the game successful played. And they can deliver their opinion freely without fear making mistakes.
2. Control the students' interaction as well as observing their motion. Motivating them to speak and explaining their mistakes, if it is necessary correcting should be done. Controlling the allocated time in order that the students can play the games effectively.

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