

# **SPEAKING BOARD GAME TO TEACH SPEAKING OF DESCRIPTIVE TEXT**

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## **Abstrak**

Makalah ini dibuat dengan melakukan tinjauan pustaka. Makalah ini membahas tentang penggunaan sebuah permainan, *Speaking Board Game* sebagai salah satu media yang dapat digunakan dalam pengajaran *speaking* melalui sebuah teks *descriptive*. Penggunaan *Speaking board game* dalam pengajaran diharapkan dapat membantu guru dalam mengajarkan *speaking* dan meningkatkan minat siswa dalam belajar *speaking* terutama dalam hal mendeskripsikan seseorang atau sebuah benda. Dalam hal ini guru perlu mempersiapkan media yang digunakan yaitu dadu dan foto kopi dari *speaking board* tersebut. Di awal pembelajaran guru memotivasi siswa untuk belajar serta mengaktifkan kemampuan mereka tentang apa yang akan dipelajari. Kemudian setiap orang dalam masing-masing kelompok akan memiliki kesempatan untuk bermain. Siswa melemparkan dadu lalu berpindah tempat sesuai dengan nomor yang mereka dapatkan dan mendeskripsikan gambar yang ada dalam kotak secara lisan sesuai dengan kata kunci yang diberikan. Guru menyimpulkan pembelajaran serta mengevaluasi proses pembelajaran pada akhir proses pembelajaran.

Key Word: *speaking board game*, teaching *speaking*, *Descriptive text*

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## **A. Introduction**

The purpose of teaching English at junior high school is to enable the students to express or to communicate ideas, thoughts, and issues by using the language. Based on curriculum 2006 (*School Based Curriculum*) for junior high school, in term of speaking, students are expected to be able to express the meaning of simple conversation for interpersonal and transactional occupation, short functional text and short monologue text on formal and informal situation to communicate related to the environment and academic context.

Speaking has been taught at elementary school, nevertheless there are many problems faced by junior high school students in speaking. First, students often have incorrect pronunciation. Second, students have lack of confidence to share their opinions and ideas. They are also afraid to make mistake in their performance. The next problem faced by the learner is the lack of imagination and critical thinking. On the other hand, teachers also teach speaking by using only repetition or drill and memorization of the dialogue. The students are asked to repeat every single word after the teacher.

In addition, based on the writer's experience in Junior High School Number 1 Lubuk Sikaping, the other problem faced by the students is speaking of monologue text, especially descriptive text. Most of the students have difficulties when they are asked to describe people things orally because the teacher cannot find appropriate strategy for teaching speaking of the descriptive text. In the classroom, the teachers tend to teach speaking descriptive text by showing the picture to the students and describe the picture without giving the clue about what they are going to describe. Sometimes the students are assigned to describe something based on the topic given by the teacher, for example, your house, your favorite pets, and etc.

Considering those problem, there are many solutions that can make student speak fluently in the classroom. One of them is by using game. Since the children love to play, they like to learn through game. Game is a useful strategy to motivate students to learn English. Game is an effective way in improving students' communicative skill. All of the students in the classroom will take part in the activity. It will make them have opportunity in speaking even the silent students. One of the appropriate language games for junior high school students is called "speaking board game". This game can improve students' ability in speaking. This game is easy enough to play, so that all of the students can play it well. This paper is intended to discuss the use of speaking board game to improve students' speaking ability of a descriptive text.

The purpose of this article is to describe how the English teachers use speaking board game in teaching speaking of descriptive text to junior high school students. In this article, the writer also explains the stages of teaching speaking by using speaking board game especially in descriptive text.

Speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. There are several essential

components of speaking skill. Brown (2004: 157) states that the speaking skill consists of six components: grammar, vocabulary, fluency, comprehension, pronunciation and task. Thus, the students have to master the entire components to achieve the aim of speaking and to be communicative.

Furthermore, speaking is a skill that needs practices. The more students practice through sharing their idea, the better speaker they become. In addition Davison and Dowson (2003:107) say that pupils need opportunities to speak and listen in a wide variety of context and for a wide range of purpose, in order to increase their thinking ability, to develop their powers of communication and to provide examples of language in use through which to develop their explicit knowledge about speaking and listening.

Teaching is an interesting job even though it is not always easy. Brown (1995: 179) says that, teaching is a complex and controversial profession, and the literature of education is full of teaching models that present varied conceptualizations of the nature of teaching. He adds that teaching includes activities (techniques and exercises) rationally selected by the teacher to help students achieve learning objectives.

According to Chaney in Kayi (2006), teaching speaking should provide the students with chances to express and share their ideas and thoughts orally because it is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context. Considering the needs of mastering speaking as one of the ways for mastering English, teachers need to improve the students' pronunciation, fluency, vocabulary, grammar and comprehension.

According to Davison and Dowson (2003: 107)

“Activities often need to be carefully ordered and classrooms deliberately arranged to maximize the chance of all pupils being able to communicate to the best of their ability”.

In addition Davison and Dowson also state that Pupils' achievements in speaking activities need to be communicated to them both in general terms and in relation to specific assessment criteria. To be fluent in speaking, students need to get a chance (opportunity) to practice their speaking in the comfortable classroom arranged by teacher.

Descriptive text is a kind of text which is aimed to describe a particular person, place or thing. In general, descriptive text is a kind of text which says what a person or a thing is like. It can be from the physical appearance, the smell, the sound/voice or the texture of something or someone. Kinds of thing that can be described by using descriptive text are objects, animals, or specific human (something particular object, our pets or someone we know well). The general purpose of descriptive text is to describe and explain a particular person, place or thing.

The generic structure of descriptive text as stated by Wignell (1994:208) consists of identification and description. Identification in descriptive text is introducing something/someone (person, place, or thing) to be described. Identification deal with the phenomenon to be described. On the other hand, description talks about parts, qualities and characteristic. Meanwhile description gives clear pictures about the parts, qualities and characteristics of the person, place or thing.

Latorre and Baeza (1975) mention that games have been long accepted in English language teaching because it can avoid students from stress in studying, from work that need high concentration and attention, and to remember things faster and better. It means that learning through game decreases the stress from lesson and makes the students enjoy the learning process. (e.g. board game, hangman, bingo, etc); it usually implies entertainment and relaxation.

Games are activities that encourage the participants to compete with one or with more individuals. They have certain rules. Celce and Murcia (2001:34) say that game is an organized language activity that has a particular task and objective and a set of rules which involve an element of competition between players

Speaking board game is a kind of game that can be used as media in teaching speaking descriptive text to junior high school students. By using the game, learning process can be fun and the study is not only about textbooks and recitation. Students often gets bored in language learning, in this situation speaking board game can be conducted to change the bored class to become more enjoyment class. By using speaking board game students can describe something /someone based on the clue is given in the square. Teacher can implement this game in language classroom to motivate students to speak up in the classroom. It will improve students' ability in speaking a descriptive text

## **B. Discussion**

### **1. Preparation in Teaching Speaking Through Speaking Board Game**

Preparation is the first thing to be considered by the teacher before doing the activities of teaching in the classroom. In language context, it is very important for the teacher to prepare any thing they need in teaching. The more teachers prepare before they teach in the classroom the more successful they become in teaching and learning process. In teaching English language, the teacher needs to choose appropriate teaching material and media. When the teachers plan to use game in language teaching, it is very crucial for the teacher to understand and to be comfortable with the rules. By understanding the game the teacher can explain the game clearly to the students, so that they do not feel difficult and confused in playing the game. Students can improve their speaking ability without realizing they learn through playing game. It can be concluded that by having a good preparation, there will also be a good achievement gained as the result of teaching and learning process.

In teaching speaking by using descriptive text, teacher needs to prepare the paper for speaking board game. Then, teacher needs to select the topic or the clue that used in speaking board game. After preparing and selecting the topic to

describe, the teacher needs to learn about speaking board game and understands the rules of the game. If the game can be played effectively, the aims of the game also can achieve. The aim of the game is to motivate students in speaking, so their ability in speaking can increase.

The next thing the teacher needs to do after preparation is to make the lesson plan for teaching speaking by using speaking board game. The role of lesson plan is important because every single activity done by the teacher is stated in lesson plan. After that the teacher can continue to the procedure of teaching speaking by using speaking board game. Speaking skill is the second skill learned by the students in language process. The students learn listening before speaking. Teacher introduces descriptive text to the students in listening skill, so the students have background knowledge about descriptive text.

In teaching speaking, teacher also has to consider about the time used. The time for one meeting is 2 x 35. Teacher should be able to use the time effectively. Teacher should also be able to divide the time for the procedure of teaching speaking from pre activity until post activity. Teaching descriptive text by using speaking board game can be conducted in three stages, they are pre-teaching activities, whilst activities, and post teaching activities.

## **2. Classroom Implementation of Teaching Speaking of Descriptive Text by Using Speaking Board Game.**

### **a. Pre-teaching activities**

First, teacher greets the students and checks their readiness to study. Teacher has to make sure that every thing is all right in the classroom. The next step done by the teacher in pre activity is reviewing the lesson in the previous meeting. Teacher can ask students some questions to recall their background knowledge about what descriptive text, for example by asking the students the definition of descriptive text, the purpose of descriptive text. The aim of this activity is to remind the students of the last lesson in listening section and to improve the students' understanding about the material again. After that, the teacher introduces the content and what will be learned next in order to direct the students to focus on the material. The last step in pre activity is to motivate the students to study by informing what they will get in learning material.

### **b. Whilst-teaching activities**

Whilst teaching activity is the main activity in which the lesson begins to be introduced, delivered and practiced during the class. Whilst-teaching activities are the second activity in teaching speaking a descriptive text. Before starting the game the teacher should check students' readiness to play the game. The game is played during 30 until 40 minutes. There are many teachers' roles in the game such as, teacher as facilitator, an instructor and as the leader in the game. The teacher is also responsible to check the students' correctness of pronunciation.

For the next activity, the teacher gives an example about how descriptive something orally to build the students knowledge about descriptive text. For example, "This is my bag. The color is red and it is rather small. I like my red bag very much". By using this example teacher can introduce the topic of the lesson

at that day. It will recall their knowledge about many things that they have ever seen. Based on the example teacher can direct the students to think critically.

Teacher shows picture to the students and ask several question about the picture to improve their interest, for example “are you familiar with them? , who are they?, and etc” The aims of this activity are to stimulate and motivate the students about the lesson they are going to learn. Teacher explains about the definition, social function, generic structure and the language feature of descriptive text. Then the teacher introduces the speaking board game. After that the teacher introduces how to play speaking board game together. The teacher tells about the rule of the game. Teacher explains what the students should do during the game. Every group in the class will get a copy of speaking board game which planned by the teacher and a dice. The students can draw a little picture of themselves on a scrap of paper to move around the board. Every student in the group take turn in throwing the dice and move forward based on the number they get. When they land on the square they have to describe the picture by using the clues given. The game will be more interesting because the students can land on squares that ask them to go back, go forward, or even back to start. The rules to play the game have similarity with snake and ladder.

The next activities in whilst teaching is, teacher divides the students in the class into group of four. Teacher distributed speaking board game and a dice for each group. So that, the students can shows the speaking board game easily. Even though the teacher displays the board in front of the class by using in focus.

The teacher starts the game by giving the example of how to play the game and every student should follow the teachers’ rules during the game played. Teacher throws the dice and the number is three. Then the teacher describe based on the picture and the clue given on the square. Before starting the game it is better for the teacher to check the students whether they are ready to play or not.

Teacher guides the students to play the game. Teacher asks the first students in every group to throw the dice. After that they can use their picture to move on based on the number they get. Teacher asks students to stand up and tell descriptive text based on the picture and the clue. For example student A gets three, that is the picture of a house and the clue is” yellow- three bedrooms-two bathrooms-besides post office” . The students describe the house by saying ‘I have a house and the color is yellow. It has three bedrooms and two bathrooms. It is located beside the post office’. The teacher can say good job, nice job, well done, good, and very good to response student answer. It will make the students happy to hear and motivate student to speak.

Teacher takes some pictures from the speaking board and asks the students to describe the picture without the clue. Teacher gives some corrections to the mistake are made by the students. The winner is determined based on the group who come first in “finish. This group will get reward from the teacher. The purpose of giving reward is to motivate other students to do a better job in the next chance.

In conclusion, during whilst activity, the students are focused to play the game. The teacher just gives appropriate instruction. The students are led to speak

more and to use English even though just one word. It can improve their pronunciation if it is done regularly.

### **c. Post-teaching activities**

Post-teaching is the last activity in teaching activities. This activity is also aimed at giving reflection to the teacher whether the teaching and learning process is successful or fail. Then, the teacher reviews the lesson that has been learned. In this stage, the teacher evaluates the students' speaking of a descriptive text by asking the students orally about how to describe something or someone. Then, the students answer directly. From this activity the teacher knows how far the students understand how to describe something/someone in speaking.

Finally, at the end of the activity the teacher concludes or summarizes the lesson by him/ her or together with the students. The teacher can retell students how to make descriptive text in oral communication. The teacher also needs to assess the activities that have done consistently and gives feedback toward the process and learning achievement. Before giving the homework it is important for the teacher to ask the students whether they have questions or not about the lesson they have learned. Last, the teacher can give homework to the students for the next meeting if it is possible.

### **C. Conclusion and Suggestion**

Based on previous discussion, it can be concluded that teaching speaking in monologue text in junior high school is not an easy thing to do. It is important for the teacher to find an appropriate technique to teach speaking in descriptive text which is fun and interesting. One of the appropriate games for teaching descriptive text in teaching speaking to junior high school students is Speaking Board Game.

used namely, dice and copy of speaking board in preparation step. At the beginning of the teaching section the teacher motivates and activates students' background knowledge. In whilst teaching, teacher motivates students to study. In whilst, One student in the group throws the dice and goes around the square based on the number they get. The student has to describe orally the picture on the square by using the clue given by the teacher. Teacher concludes and evaluates the lesson at the end of the teaching process.

In addition, speaking board game also gives many advantages for both the teacher and the students. This game can help the teacher make the class lively and of course it will make the students motivated to learn and do not easily get bored. So it can be concluded that speaking board game is the appropriate game to teach descriptive text in speaking to junior high school students.

There are some suggestions related to the playing of Speaking Board game to teach speaking to junior high school students based on the conclusion above. They are:

- during the game, the teacher has to choose the easy words used for instruction to the students considering the students' levels,

- the teacher should choose the material that will be taught through the game well in order to prevent misunderstanding during the game,
- the teacher can use speaking board game to teach grammar such as past or present tense.

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