

COMBINING MASTERMIND QUESTION AND QUICK INTELLIGENT QUIZ TO IMPROVE THE CONTENT SPEAKING ABILITY OF THE SENIOR HIGH SCHOOL STUDENTS

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Abstract

The purposes of this paper were to (1) describe the most problem faced by students in learning speaking (2) explain the combination of mastermind question and quick intelligent quiz to solve the most problem faced by students (3) implement the combination of mastermind question and quick intelligent quiz in teaching speaking at school. The most problem faced by students in this paper is the lack of students' content in speaking. The way to solve this problem can be done by implementing mastermind question and quick intelligent quiz. Through giving a question from mastermind question and implementing it in quick intelligent quiz, it can improve students' critical thinking then develop students' content in speaking.

Key word : Speaking, Mastermind Question, Quick Intelligent Quiz, Critical Thinking, Content.

A. Introduction

There are some problems faced by students in learning speaking in the classroom. They are; lack of content in speaking, wrong impression about speaking, disability to say something, and others. However, one of problem faced by students and did not get much attention from teacher is about the lack of students' content in speaking. Related to this problem, society judges someone's English based on their performance. In other word, someone can be judged from the content of their speaking. As Richards and Rodgers (2001:204) state that the content is used with a variety of different meanings in language teaching, it frequently refers to the subject matter that can be learnt or can be communicated

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through the language. So, it can be emphasized that the content in speaking should give the priority to meaning.

Speaking has several definitions. One of the definition that is relevant to the content in speaking is stated in Nation and Newton. This definition defined speaking based on the types. They are formal and informal speaking. Nation and Newton (2009:120) state that informal speaking involves tasks where conveying information is not as important as maintaining friendly relationships. Meanwhile, Bilber in Nation and Newton (2009:121) says that formal speaking requires control of content, awareness of a largely passive audience, and being the focus of attention. In short, teaching speaking as a formal speaking at classroom can develop the students' content speaking.

Teaching speaking at Senior High School is not as difficult as people thought. Burnkart (1998:2) states that in teaching speaking the learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication. Then, Brown (2004:5) defines teaching in general as a practicing games of language learning; the opportunities for learners to listen, think, speak, take risk, set goals, and process feedback from the coach, and then recycle through the skills that they are trying to master. It can be said that teaching speaking will be easy to do as long as the teachers know and apply the appropriate method in teaching-learning process.

Related to teaching speaking, there is no doubt that learners should master speaking skill. There are some strategies in teaching speaking as Senior High School can be implemented (Brown and Yule in Richards, 2008:21-27). First, teaching speaking as interaction. Speaking as interaction refers to what normally mean by " conversation " and describes interaction that serves a primarily social function. For example, greetings, engage in small talk, and recount recent experiences. Second, teaching speaking as transaction. Speaking as transaction refers to situations where the focus is on what is said or done. In this strategy, the teacher and students usually focus on meaning or on talking their ways to understanding. The last is teaching speaking as a performance. Speaking as a performance refers to public talk, that is, talk that transmits information, such as classroom presentation, public announcements, and speeches.

Some strategies that are mentioned above are not really appropriate to teach speaking in order to improve the students' content. In this paper, the writer proposes to apply the combination of mastermind question and quick intelligent quiz. In mastemind question, the teachers will ask some knowledgeable questions for students. The question can be called as a knowledgeable question if it can develop students' ideas, stimulate their critical thinking, and influence their appreciations to answer the question. Then, questions in mastermind question are implemented in quick intelligent quiz. In general, quick intelligent quiz is a quiz

that is aimed to improve the intelligent of students and can be done in a short time.

There are some concepts of mastermind question in Wikipedia. They are; a code breaking game for two players and the combination of alphabet. However, in this paper, the writer uses a simple mastermind that is introduced by Agoestyowati (2002:49). According to her, in applying mastermind question in classroom, students should have waiting time before giving the answer because questions in mastermind question is a kind of knowledgeable question. They need time to think before speaking. Due to this reason, she divides students into groups in order they can work together if they cannot answer the questions directly by themselves. When they have been sat in groups, they will be busy answering the question from the teacher. From this activity, students can improve their content speaking ability because mastermind question is almost similar to group discussion.

Then, related to the concept of Quick Intelligent Quiz, it is a quiz that based on multiple intelligences theory. This quiz can be done in a short time in order to measure someone's intelligence. As Agoestyowati (2002:63) says that the teacher will know the ability of students by applying the quick intelligent quiz in class. The result can be known without manipulation. She adds that quick intelligent quiz can be done directly. The teacher only needs to divide the students into pairs to sit down opposite each other like in the debate sitting arrangement in front of the class. The seating can be prepared before the class is started. Then, the other students will become the audience. The teacher starts by giving many different kinds of question to the group. Sample questions can be taken from mastermind games. Questions can also be made by students.

Appropriate to the name of "Quick Intelligent Quiz", this quiz is done in a short time. Thus, the time of this quiz is divided into two. First, 4-5 minutes IQ time. In this time, it will measure students' abilities in a number of areas under timed conditions. Second, 6-9 minutes IQ time. In this time, it will measure students' abilities to see relationships between words and concepts under timed conditions. However, in this paper, the time of quiz cannot be practiced since it combines with mastermind question. Students need longer time than 9 minutes to give the answer or discuss with friends if they cannot answer directly. But, the time is still limited. It depends on the difficulty of the question.

By applying the combination of mastermind question and quick intelligent quiz, many advantages can be got. First, mastermind question and quick intelligent quiz can develop children's logical reasoning skills. It offers educators to engage students in fundamental play and enjoy a challenge while teaching them to communicate effectively. Second, the combination of Mastermind Question and Quick Intelligent Quiz also allow learners to operate the students under the most favorable conditions for production, such as task in understanding the subject, presence of patient in answering the question, and of course improve the content of speaking. Last, these combinations enable students to provide positive

comments on well produced sentences, provide useful words, phrases and sentence, and keep the main focus on the message. It can be happened because these combinations enable teacher to stimulate the students until they can develop their idea in answering the question and tell it in a form of words, phrases, and then they can combine the word and phrase into a good sentence without ignoring the content.

B. Discussion

1. Preparing teaching speaking by combining mastermind question and quick intelligent quiz

There are some preparations that should be done by teachers in applying the combination of mastermind question and quick intelligent quiz. First, the teachers make lesson plan which include the activity and step in applying the combination of mastermind question and quick intelligent quiz. Second, the teachers choose one of the topic based on the current curriculum. Third, the teachers have to consider in what level the students will be given the questions (e.g., grade 10,11 or 12). Then, the teachers create the appropriate questions. Next, the teachers write or type the questions that have been decided. After that, the teachers print out the questions. Finally, the teachers set up a “ stage “ at the front of the classroom with chairs for three contestants or groups.

It could be concluded that a good way in teaching speaking must be prepared well so that the purpose of this learning by using the combination of mastermind question and quick intelliget quiz can be reached. The purpose itself is to improve the content of students when speaking.

There are three phases of activities during the teaching learning process that should be followed by teachers to reach the goal of their teaching. The phases are pre, whilst, and post teaching activities.

1. Pre-teaching

- a. The teacher greets students in order to know they are in a good condition or not.
- b. The teacher prepares students to study.
- c. The teacher divides the students into groups of three

By dividing students into groups, they are expected to cooperate each other in group. Then, in order to make students work in group, the teacher should monitor and control the group working. For example, during discussion, the teacher does not only wait and see but she/he has to participate in discussion. For example, the teacher will add some explanation from students' answer. Another way to make students work in group is giving point to them. By giving a point, all students will be motivated to speak and work in group because the teacher does not only give individual mark. The teacher will also give point for group and find the best group to become the winner. Due to this reason, making students work in group is possible to do.

- d. The teacher activates students' background knowledge by asking questions about a certain topic. In this case, they will learn about how to give opinion and show their agreement or disagreement.

Teacher : *"When we talk about global warming, what comes to your mind?"*

The possible answers are:

Group 1

Student 1 : *"The weather is hot ma'am."*

Group 2

Student 2 : *"Air Pollution."*

Group 3

Student 3 : *"The rubbish is everywhere."*

Based on the example above, there are some possible answers that are given by students when they answer question. It can be seen that the students give short answer. There is no more explanation. For example:

Teacher : *"when we talk about global warming, what comes to your mind?"*

Student : *"Air Pollution."*

From the answer above, there is no explanation about air pollution. What is the relationship between air pollution and global warming. It can be said that the students only say what they know. They still cannot develop their critical thinking about a certain topic. In this case the topic is about global warming.

2. Whilst teaching activity

The teacher points out a student who is not pointed as a group member to act as a quiz master then gives her/him a set of questions. In addition, a quiz master has a responsibility to read the question in the quiz process. Meanwhile, for those students who are not pointed as a group member or a quiz master, they act as an audience.

In this stage, the teacher tries to involve all students to develop their critical thinking. If the critical thinking of students has been developed, indirectly the content of their speaking also can be improved. In this paper, the writer emphasizes that developing a critical thinking is a process to improve the content of students' speaking. So, it can be said that the improvement of the students' speaking especially in content can be measured based on their critical thinking.

Then, the development of students' critical thinking to improve their content in speaking can be seen from the steps that are done by teacher. First, the teacher will give a question for students that she/he has prepared through a quiz master. Before giving a question in the classroom, the teacher should prepare it well at home. One thing that should be remembered is the question must be selected. It means the topic of the question should appropriate to the level of students. Second, teacher will listen carefully to the answer the question from students. By listening to question carefully, the teacher will know which student is pretty good in answering the question and which student is not. Then, after knowing the ability of students, the teacher will give more attention to the "slow" student. A student can be categorized as a "slow" student based on the way she/he answers the question. For instance, students only answer the questions in the form of phrase although they have been stimulated by a teacher through giving questions. They are not able to give more reasonable reasons to answer the question and combine the words into the correct sentence. Last, the teacher will stimulate students to develop the content. It can be done by giving more questions that are related to the first question. By giving more questions to the students, they are expected to answer the question not only in the form of phrase but also in sentence. A teacher will stimulate the students until they can explore their ideas related to the question given. For example, in the first term to answer the question, the students say the correct answer but in the form of phrase or words. Then, the teacher will stimulate them to develop the content based on the words they mentioned. After that, from one or more words, the students can say something more complete in the form of sentence that full of explanation. In this case, the teacher might ask students to give example related to the words or sentence they said in order to make the answer more understandable. To be emphasized, the question in this paper is aimed to get more possible answers from students. The more possible answers students mentioned, the more knowledge the students got. Then, the more knowledge students got, the more chance they have to develop their critical thinking. Finally, through improving critical thinking, the students can develop the content in speaking

The process of combining mastermind question and quick intelligent quiz can be applied by following these steps:

- a. The quiz master asks three sets of questions, with one question for each groups per round (group 1, 2, and 3). To start the game, the quiz master asks the first group which category they would like to answer a question from. For example, the category chosen is about drugs. The quiz master then reads the first question from this category. If the group answers correctly, the quiz master marks the group's scoring table with a tick. If the group gives short answer but it is correct, they will be stimulated by teacher through giving questions. In this case, the quiz master still marks the groups' scoring table with a tick. However, a teacher will take some notes as a consideration in giving final mark. Meanwhile, if the answer is not correct, the quiz master asks if the 'audience' can answer the

question and there is no tick in scoring table. If no group cannot answer the question, the quiz master will read the correct answer and it is followed by the explanation from teacher. In this case, the teachers' roles are as an observer and as an evaluator. The teacher will observe the students, and the effect of applying these combinations (mastermind question and quick intelligent quiz) in learning process. Although as an observer, the teacher also can ask a question during a quiz process in order to stimulate students to develop the content. For example:

Quiz master : *"What do you think about consuming drugs?"*

Group 1

Student 1a : *"Not good."*

Teacher : *"Well, what do you mean by not good?"*

Student 1a : *"Not good for health."*

Teacher : *"Why drug is not good?"*

Student 1a : *"We can be addicted."*

Teacher : *"What is addictive?"*

Student 1b : *"We want drugs more and more."*

Teacher : *"That's right. What else the effect of drugs?"*

Student 1b : *"money"*

Teacher : *"Money?"*

Student 1c : *"Yes..No money no drugs ma'am."*

Teacher : *"Can you imagine if people have no money but they want drugs?"*

Student 1c : *"They might steal the money from parents or their friends at school."*

Teacher : *"Yes, that's what I am afraid. Stealing the money is a kind of crime. People who did this can be put in a jail. They will be punished."*

The quiz master has a right to point out "audience" to answer the question if group 1 cannot answer the question completely. For example:

Quiz Master : “ *Is there any member of “ audience” can share your opinion about this?*”

Audience 1 : “*Drugs make people feel better.*”

Teacher : “*How come, can you explain it?*”

Audience 1 : “*Yeah, many people consume drugs while doing their job.*”

Audience 2 : “*Yes, that’s true. I ever watched the news that a pilot was arrested consuming drugs while working.*”

Based on the example above, it can be seen that the students’ content of speaking much more improved. First, they argue about something then complete it with scientific reason. In this case, they argue about the effect of drugs. Then, they maintain the argument with the reason. They say that the drug is not good for health and money. Then, students in group 1 give their own statement why they think so. In addition, the students’ content of speaking also can be improved when the quiz master asked another students’ (audience). Then, in the last, the teacher will give more explanation about that issue if the students still doubt about what is correct answer from the question that is given by a quiz master.

In this stage, when group 1 is busy in answering the question, the other groups (group 2 and 3) are asked to summarize the first discussion. Then, they write it on a piece of paper. When the game finished, the paper will be collected and the teacher will give appropriate mark in that paper.

- b. After that, the game continues with the second group choosing another category of a question, and then the third. Then round two is played, and so on. If, after three rounds, one group has earned more points than others, this group wins. One group will get the highest point and be the winner if members in this group can answer correctly in the form of sentence that contains full of explanation. If two or all three groups are tied, additional round is played. If, after this round, a winner has still not emerged, 'joint-winners' are announced.
- c. For the next game, teacher asks for three new groups to act as contestants. The quiz master continues asking questions from where he or she left off in the first game. If the questions for one or more categories run out, contestants choose from among the remaining categories.

3. Post-teaching

- a. The teacher evaluates the answer of the question from students

In this stage, the teacher reviews about the answer of the questions and the mistake that happen when they played the game. Then, teacher discusses with students about the right answer. It will help students to understand well and improve their content speaking ability. In this case, the teacher will evaluate students' performance based on the group's scoring table that has been made by a quiz master. The teacher also uses some notes that has been taken when he/she listened to answer of students.

- b. The teacher gives the score to the students' performance
In this stage, the highest score of the group will get "plus" in their speaking assessment. In the last semester, the sign "plus" will influence their final score in English subject.
- c. The teacher gives feedback
Since each student has different achievement, the students need different treatment from the teachers as a feedback. If the students get good achievement in the assessment the teacher may give some praises for the students. Meanwhile, if the students may fail in the assessment. It is a challenge for teacher to make improvement in learning process.

C. Conclusion and Suggestion

- a. Conclusion

The combination of mastermind question and quick intelligent quiz is the appropriate way to improve the content of speaking for Senior High School Students. It can be happened because there will be some knowledgeable questions that are given to students in order to lead them to develop their critical thinking. In addition, these combinations also can be used to measure students' intelligence directly in a short time. Then, the result can be got without manipulation.

Moreover, to implement this technique, the teachers should be well prepared to do the activity in teaching speaking. The activities are pre activity, whilst and post activity. In the first step, the teacher activates students' background knowledge through giving a question that has been read by quiz master. Next, the teacher listens carefully to the answer given by students. Then, the teacher stimulates students through giving more questions related to the previous question in order the students can develop their content in speaking. In the last step, the teacher will evaluate the students' answer and gives them final score that appropriate to their speaking performance.

- b. Suggestion

In order to improve the students' content of speaking, there are some suggestions to the teachers in applying these combinations. They are:

1. The teachers need to find an interesting topic that relate to the real world, so that the students will be more active to express their critical idea.
2. The teachers should master the questions of the answers that they have prepared. Sometimes the students give the incorrect answer, so the teachers have responsibility to explain the correct answer clearly.
3. The teachers should be able to select the questions that appropriate to the level of students. In this case, Senior High School Students in Indonesia consist of three levels. They are grade 1, 2 and 3

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