

USING CRAZY STORY GAME IN TEACHING SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Speaking is one of the skills learned and practiced the first high school students in English language lessons. In this paper, the author discusses speak English teaching activities in the classroom by using Crazy Story Game. In this activity, each student wrote a card in the verb and the verb cannot show that they wrote it to other students. After that, the teacher tells the beginning of the story to the students and for students who invoked his name to continue the story using the verbs they wrote earlier. After the student had to use the verb to guess what word is write the other students. All students have the opportunity to continue the story. For students who guess the most widely used verb other students as the winner in this game. Crazy Story This game can make students speak English and make them creative in using the English language.

Key words: speaking, crazy story game

A. Introduction

As one of English language skills, speaking is important to be learnt by students at junior high school. In learning and teaching process the teacher often asks students to ask questions and give their opinions about the lessons. Besides, there are many activities of speaking that may occur in every meeting of the English class, such as discussion, oral question-answer, pair work, expressing ideas and conversation. Furthermore, the students are also required to be able to tell something and demonstrate about genre such as telling story, telling their experience, telling about how to make or create something, describing thing, people, object and etc. Speaking is important for students as preparation for further education at Senior High School and university level.

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In *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the teaching of speaking is based on genre. It means that there are several texts that should be learnt such as narrative, procedure, descriptive, announcement, invitation and etc. By learning this genre, the students are expected to be able to tell story, experience, explain or making something and describe something orally. Teaching speaking is integrated with other skills. It means speaking cannot stand alone and should be taught together with other skills such as writing, reading and listening. For example, a teacher might begin the teaching activities by speaking skill and then continue to reading, writing or listening activities.

Based on the writer's observation during the teaching practice at Junior High School, the students' speaking ability at Junior High School was still low. They tended to be passive and did not participate actively in class. This caused by some factors. The first factor comes from the students themselves. The students are lack of vocabulary, pronunciation, grammar and idea. This was a reason why many students tended to be passive in speaking class because they did not know how and what to say in English. In addition, they also had low motivation to speak English. This was caused by psychological factor, such as being shy or afraid to speak in front of people. It makes them to be passive students. It is related to Noonan (2005:4) who states that the students tend to "saving face" as a reason to prevent them from speaking English. They are not confident to speak in front of their friends. This happens because the students believe that if they make mistakes or fail to find suitable words to be expressed, they will be laughed at by their friends. Therefore, to protect themselves from being laughed, they are reluctant, afraid, and unmotivated to speak English in the classrooms.

The next, low ability of the student is also caused by monotonous teaching techniques and activities in teaching speaking. Speaking activities only focus on repetition of conversation, read dialogue together and sometimes the students are asked to memorize it, and pronounce the words after the teachers mentioned it. Those activities cause the students to be uncreative and bored while studying. In fact, the teacher is as the one that has responsibility in managing the classroom have to make the atmosphere in the classroom as fun as possible. Also, teachers have to keep in mind that English is not merely transferring the language but promoting the use of the language by using appropriate method, technique, media, evaluation, classroom activities and so forth.

In order to motivate the students in learning English especially in speaking, there are some activities that can be used, such as role play, debate, discussion, fishbowl, storytelling, crazy story game, etc. Each activity is suitable for certain condition related to the problem stated in the previous, crazy story game can be chosen as a solution. Crazy story game is one of the alternative activities to use in speaking classroom. Crazy story game is activities that contribute directly between teachers and students. It has purpose is to make students speak in class and be creative. It also can be used to improve and increase student's motivation in speaking English.

Based on the explanation above, the writer is interested in discussing the use of the crazy story game activity to help junior high school students in speaking. The writer focuses on speaking ability of the students since there is a tendency that students are considered successful in learning English if they can communicate orally. It is hoped that this activity can help the teacher to teach their students in speaking ability.

B. Discussion

1. The Preparation

A good teacher will prepare the material which is suitable to the students. It means the material depend on age and the characteristics of the students. Beside the material, the teacher has to choose the technique in teaching English language, especially teaching speaking skill. One of the techniques is by using crazy story game. For using crazy story game in teaching speaking to the junior high school students, teacher must do the following preparation:

a. Determining the learning material

Based on school based-curriculum (KTSP 2006), teaching speaking at junior high school has an objective to improve students' communicative skill in social interaction. Students are hoped to be able to express their opinion and feeling, participating in learning process and show their imaginative and analysis ability. In basic and standard competence for junior high school at KTSP 2006, English should be taught based on genre. in teaching speaking based on genre, students are expected to be able to express the meaning in form of transactional, formal interpersonal, functional text and also short monolog text such as descriptive, procedure and recount in order to be able to interact with their environment and sustained in daily life context. In use crazy story game as a technique, teacher should create a story in order to make the material stated in the curriculum can be integrated in one teaching time.

b. Preparing the media

As known, the purpose in use crazy story game is to make students speak and be creative. Therefore, the teacher has to make a short story that consists of one or two sentences and preparing some sheet of papers. In this paper the writer give example a story about recount text.

c. Lesson plan

To have a well organized class, teacher should firstly order the activities that will be used in a systematic list. The list is usually called as a lesson plan which contains the steps of teaching, material, and slice of curriculum till the examination criteria. This teaching guidance usually started with the identity of class being taught; subject, school, class and semester, the target skill, topic and time. Before writing the teaching steps; pre teaching, whilst teaching and post teaching, the teacher should input the standard competence and basic competence as the legal basic of the lesson. In planning the teaching steps, what should not be

forgotten is the time arrangement. Teacher should carefully plan how long an activity will run. The first step of the teaching, pre teaching usually take the shortest time portion of the lesson for the reason that it only contains giving the theme of the day and explaining the sequence of the activities. In whilst teaching, teacher firstly explains about the material of the day, then performing a model conversation before driving students into groups to do role playing based on the conversation model. Last, the post teaching allow teacher to have the class re-cleaned and end the activities of the day. In addition, the lesson plan design can be applied in two meetings because teacher has to make sure that students understand the integrated material first before ask them to show what they got and it usually takes a quite long time

2. Procedure of Teaching Speaking by Using Crazy Story Game

There are several steps to present teaching speaking by using crazy story game to junior high school student. They are included in Pre-teaching activities, Whilst-teaching activities, and Post-teaching activities.

a. Pre-teaching Activities

Pre – teaching is the first stage in teaching and learning process. In this stage, the teacher checks the students’ readiness to study and also guide them to the topic that they are going to learn. There are several steps of pre-teaching activities, they are following: First, the teacher greets the students to get their attention to lead them to English lesson. Then, students pray to God in order to make the process of teaching and learning run well. Furthermore, teacher checks students’ attendance and their readiness for learning.

Second, the teacher does apperception toward the lesson as a bridge to guide the students to the topic that they are going to learn. Teacher can review the last lesson if it is related to the lesson today. If the topic is new for the students, teacher might ask several questions to lead the students to the topic, such as:

“Do you ever go to Jakarta?”

“When are you going?”

“What are you doing there?”

Then, teacher emphasizes the topic that they are going to learn, such as “Now we are going to learn about recount text”.

b. Whilst-teaching Activities

Whilst-teaching is the core of teaching and learning process because in this part the teacher does some steps in order to explain the topic deeply. They are Exploration, Elaboration and Confirmation.

a) Exploration

Exploration is a stage where teacher does brainstorming or checks about students' background knowledge and their experience about the topic. In exploration the teacher may show pictures, play videos and give a leading question to the students in order to lead them to the lesson. The activities in exploration stage such as: first, the teacher checks students' experience and background knowledge about the lesson. Then, the teacher shows some pictures. Next, the teacher might ask the following question, for example:

”What did you do during the holidays?”

“What are you doing there?”

“What are the places you visit there?”

b) Elaboration

The second stage in whilst-teaching is elaboration. This stage is the main stage in the teaching and learning process. In this stage, the teacher is playing crazy story game. Before the game starts, the teacher explains about a story that it use in crazy story game. For example “Visiting Bali” and gives some sheet of paper to students. Then, teacher divides the class into four teams; Team A, Team B, Team C and Team D. Each team consists of seven until eight students. After setting the class into four groups, the student writes an action word (verb) on a piece of paper based story that the teacher give to them. Students cannot show their word to anyone.

Next, the teacher starts telling a story, the teacher is stop and chooses a student. The first student on the team continues the story (one or two sentences) and must use his/her action word. Then, the next student on the team continues the story and uses the action word on his/her paper. The last student must make a conclusion for the story. After the story is over, the students on the other three teams try to guess what words each student has written on his/her paper. The team who guesses the most words wins the round. (or each team gets one point for each word guessed).

Finally, repeat the process for the other three teams. The team that wins the most rounds (or points) is the winner of the game

c) Confirmation

Confirmation is a stage where the teacher gives affirming or emphasizing the topic by giving quiz or exercise for the students. It has purpose to see students' understanding to the topic. This activity is also aims to give reflection to the teacher whether the teaching and learning process is success or fail. The teacher can do several steps to continue teaching and learning process, such as; the teacher gives brief explanation about recount text. Then, the teacher may give a

quiz to make students more understand about the recount text. Teacher shows some pictures about camping.

Next, Teacher asks the students to rearrange the picture based on the sequence or steps and asks students to tell about the activity in every step. Finally, Teacher gives a tangible reward to every student who is participated in this activity.

c. Post-teaching activity

As the closing phase, teacher should make this phase as memorable as possible in order to make students remember the day's lesson and wait for the next lesson. In this phase, teacher leads the students to summarize the material that has been taught by asking some questions to recall the students' memory. After that, teacher ends the class by giving home work to make a procedure text about the topic that they are interested in. Finally, teacher ends the class and leaves the room.

A. Conclusions ad Sugestions

There are many techniques that can be used by the teacher in teaching speaking to junior high school students. One of them is crazy story game. Crazy story game is a kind of game that can be used to develop speaking skill and listening skill while learning English. In this game, the teachers prepare a story and sheet of paper. Then, the students write an action word in paper and they cannot show their word to anyone. Next, the teacher starts telling a story, stop, and chose a student. After that, the student continues the story (one or two sentences) and must use his/her action word. At the end game, the students try to guess what words each student has written on his/her paper. The purpose of this game is to make students speak in class and be creative.

It is suggested to suggests teacher to choose the best one based on the characteristics of the students. One of technique that can be motivated the students is crazy story games. Through this technique, the students can speak freely and enjoyable without feeling ashamed and shy while speaking in the classroom.

Note: this article is writte based on the writer's paper with advisor Havid Ardi, S.Pd, M.Hum.

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