

# TEACHING SPEAKING THROUGH “THE TRUE OR FALSE GAME” FOR JUNIOR HIGH SCHOOL STUDENTS

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## Abstrak

Pengajaran berbicara bertujuan untuk melatih siswa agar mampu berkomunikasi dalam Bahasa Inggris dengan lancar dan benar. Namun kenyataan dilapangan masih banyak siswa mengalami kesulitan berbicara dalam Bahasa Inggris. Hal tersebut disebabkan oleh beberapa faktor seperti: kurangnya kosakata yang dimiliki siswa, siswa takut salah dalam berbicara, dan siswa lebih cenderung menggunakan bahasa ibu. Oleh karena itu, makalah ini membahas salah satu teknik yang dapat digunakan dalam mengajar keterampilan berbicara melalui permainan *True or False*. Pada makalah ini penulis mengambil topik mendeskripsikan orang. Dalam permainan ini siswa disuruh menulis sebuah paragraf deskriptif pendek dan menulis tiga buah pernyataan tentang paragraf tersebut. Pernyataan tersebut terdiri dari dua buah pernyataan yang benar dan satu yang salah. Kemudian, mereka disuruh menandai pernyataan yang salah dengan tanda silang. Masing-masing siswa disuruh untuk menampilkan teks di depan kelas dan pernyataan secara bergiliran. Diakhir giliran tiap siswa, anggota kelompok yang lain ditanya pernyataan mana yang menurut mereka salah. Dengan demikian, *True or False* game diharapkan dapat memberikan kontribusi yang lebih baik dalam pengajaran berbicara teks descriptive bagi siswa di SMP.

Key words: teaching speaking, true or false game, junior high school students

## A. Introduction

English is a main language in the world because it has been regarded as an international language. That is why people in this world should know or learn it. Also, the international language has to be mastered by the students. By mastering

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English, they can communicate with the people all around the world, and can get the job easily. Nowadays, English becomes a compulsory subject to be taught. In Indonesia, English has been taught from elementary school up to university level.

One of the skills that must be mastered by the students is speaking. By mastering the speaking skill, the students will be able to speak or communicate in English. In KTSP curriculum, it is clearly stated that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in oral or written form. In making the students are able to communicate in English, there are four skill that have to be mastered. They are listening, speaking, reading, and writing. Speaking is one of the skills that have to be taught for Junior High School students. Even though speaking skill has been taught in Junior High School, there are many students still cannot speak in English well.

Based on the writer teaching practice experience in SMPN 3 Pariaman, there are some problems that make the students difficult in speaking. The first problem is the students are lack of vocabulary. In teaching and learning English, the teacher did not give vocabulary about the lesson to the students and also the students were lazy to find it out the meaning of a word in the dictionary.

The second problem is they are afraid of making mistake. They did not have self-confidence to speak because they are afraid of being laughed by their friends if they make mistake in speaking English. So it causes the students have low participation in learning English speaking skill.

The last problem that makes the students difficult to speak is they preference to use their mother language. This is due to they are accustomed to use their native language in their daily life than using English. So, it will make them difficult to speak in English.

In teaching speaking, the teacher must create the situation that can encourage the students to speak. There are many kinds of technique that can be used by the teacher in teaching speaking. The teacher can use many types of technique that can give opportunities for the students to speak. One of the techniques that can be used by the teacher is games. Games can be one part of techniques for teaching speaking. Games can be a very useful teaching technique for the effective and joyful learning. Games can also give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability. One of the games is the *true or false* game. In this game the students will be asked to write a short descriptive text and three statements about the text. Two are true statements, and one is false. Then, they are asked to perform it in front of the class orally. At the end of each person's turn, the other group members are asked about which one is false. This game can be one of the activities that can stimulate the students to express their ideas freely and give great opportunity for them to interact in English orally.

Based on the problems above, it is considered that the *true or false* game can be used in teaching speaking. By using this game, it can motivate the students to speak in English orally. Then, the *true or false* game will help the students to learn more about each other.

Therefore, the purpose of this paper is to show a new technique that can be used by the teacher in teaching speaking for junior high school students. This technique is called as the true or false game. By using *the True or False Game*, It is expected that this paper can give an alternative way to encourage the ability of the students of junior high school in speaking.

According to Nunan (2003:43) speaking is oral skills which consist of producing system verbal sentence to convey meaning. He also adds that speaking is someone's ability to express ideas, feelings, thoughts, and emotions and to respond what other say orally. Besides, Lawtie (1992) says that speaking is a fundamental of human communication, without speaking someone cannot say anything. Furthermore, Mc Donough (1993:152) says that in speaking people produce utterances to communicate something to achieve a particular end. He also adds the purpose of speaking is to express ideas and opinions, expressing a desire to do something, negotiating or solving a particular problem, and maintaining social relationship and friendship.

Moreover, Burns and Joice (1997: 21) says that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs including the participants themselves, their experiences, and purpose of speaking. In addition, Harmer (2007: 126) says that speaking usually involves two or more people using language for interaction and transactional purpose. It means that speaking as an oral interaction can be done if there are two or more people in one communication area and different area. It involves speaker (s) and listener (s) who interact each other, convey message or transfer information.

Deesri (2002) defines games as an activity with rules, a goal and an element of fun. According to Smaldino et.al. (2008: 30) games provide competitive environment in which learners follow prescribed rules as they strive to attain a challenging educational goal. Besides, Smaldino et.al (2008: 30) also says that there are some advantages of playing game in teaching and learning process. First, games are engaging. Students are quickly engaged in learning through game. Second, games match to outcomes. Games can be simplified to match learning outcomes. The third advantage is variety of setting. Games can be used in a variety of classroom setting, from whole class to individual activities. The last advantage of game is gaining attention. Games can be an effective way to gain students attention to learn a specific topic or skill.

The true or false game is an interesting game that can be used to teach speaking skill to the students. Because it can stimulate the students to express their ideas freely. It also gives motivation to the students because they want to know more about each other. In this game the students work in group of three and

write a short descriptive text and three statements. The statements consist of two are true statement and one is false. Here, the students perform the text and the statements in front of the class and the other students are asked about which one of the statement is false.

Folse (2006: 134) says true or false game is a game where the students work in small group of three to correctly identify which one statement of three about the speaker's family is false. Besides, Folse (2006: 134) also says that the goal of the true or false game is to trick the other students into choosing the wrong statement.

## **B. Discussion**

### **Teaching Preparation**

There are some points that the teacher must consider before teaching speaking by using the *true or false* game. The teaching and learning activity will run well if the teacher has a good preparation before starting the game in the classroom. There are some steps should be followed by the teacher to teaching speaking by using the *true or false* game.

#### 1. Selecting the topic

Before coming to the classroom, it is important for the teacher to prepare the topic that suitable with level of the students. For this game, the topic that is chosen by the teacher is descriptive text. A descriptive text is one of the genres which are taught in Junior High School at grade VIII.

#### 2. Media

In teaching learning process, it is better for the teacher to use media. In teaching speaking through the *true or false* game, the teacher only needs several cards.

### **Teaching Procedures**

#### 1. Pre-Teaching Activities

- a. Greeting
- b. Checking students' attendance
- c. Checking student's readiness
- d. Reviewing the previous lesson
- e. Activating students' background knowledge

#### 2. Whilst-Teaching Activities

Whilst-teaching activities are the real activities in teaching process because these activities include the main points in teaching the material of the lesson. In these activities, there are three steps for teaching speaking; exploration, elaboration and confirmation. Before coming to the steps, the teacher tells the students that they are going to play the *true or false* game. The teacher introduces the game by modeling it to the students.

a. Exploration

Before going to apply the *true or false* game, there are some activities that should be done by the teacher. *First*, the teacher introduces the game by modelling it to the students. The teacher gives the example of the game by telling a short descriptive text of describing people and tell three statements of the text. Two are true statements and one is false. Then, the teacher marks the false one with a cross. After that, the teacher asks the entire students to guess which one statement is false. Before telling the text, the teacher asks the students to listen carefully. The teacher gives the students a moment to think about the text. The teacher tells the text again and then reads the statements. Then, the teacher asks the students to guess for the one they think is false by having them raise their hands as he/she says, for example, “*Okay, who thinks number 1 is false?*” “*Ok, who thinks number 2 is false?*” After everyone has guessed, then the teacher reveals the answer while showing the card in order to make sure that the answer is correct. *Then*, the teacher explains about descriptive text, and tells the social function and generic structures of descriptive text. The teacher also explains about noun and adjectives that will be used in the true or false game. Besides, the teacher also provides vocabulary about family to prepare the students in learning the game.

*The last*, the teacher divides the students into a group of three and tells them that they will learn by using the *true or false* game. The teacher also explains the rules of the game before asking the students to play the game in the group.

b. Elaboration

In this step, there are some activities will be done by the students. *First*, one of the students of the group is asked to get the cards that has prepared on the teacher’s desk. The cards are used to write the text and the statements.

*Second*, the teacher asks the students to write the text and three statements about describing people in their family on the cards. Two are true statements and one is false. Then, the teacher asks the students to mark the false one with a cross beside the statement in order to make them do not change their answer later.

*Third*, the students are asked to perform it in front of the class in turn. At the end of each person’s turn, the other group members are asked about which one is false. The speaker reveals the answer while showing the card. Then, teacher chooses the others groups to take their turn.

c. Confirmation

The teacher gives the feedback to the students. The feedback is the responses or comments that come from the teacher and other groups. The first feedback is by giving applause to the groups that have already finished the game. The teacher gives points for the groups who can guess correctly and later the group with the most points will get a prize. The final activity is the announcement of the best group by the teacher. The purpose is to motivate other students to be better to others performance.

### 3. Post-Teaching Activities

- a. The teacher evaluates the students' understanding about the lesson
- b. The teacher guides the students to make the conclusion of the material
- c. The teacher gives homework

### **The Advantages of Teaching Speaking through “the True or False Game”**

The *true or false* game is a technique to improve students' speaking ability. The *true or false* game is chosen to help students to master speaking skill. There are several advantages of the *true or false* game in teaching speaking skill for Junior High School Students.

*First*, the *true or false* game is an interesting game for the students in learning speaking. It is fun game and motivate the students to trick the other students into choosing the wrong sentence. So it makes the students enjoy in learning speaking.

*Second*, the *true or false* game encourages the students to think in English because it can stimulate the students to deliver their ideas in English orally. Then, this game also help the students learn more about each other.

*Third*, the *true or false* game does not only improve the students' ability in speaking, but also it can improve the student's ability in listening and writing skill. For listening skill, it can be improved by listening teachers' instruction. For writing skill, students can write their ideas on the cards.

### **C. Conclusion and suggestion**

#### **Conclusion**

There are great numbers of activities that can be used by the teachers in teaching speaking. The teachers can use many types of activity that can give opportunities for the students to speak. Game is one of the ways that is usually used in speaking activity. One of the games that the teachers suggested is the *true or false* game is considered can attract the students to speak.

The process of teaching speaking through the *true or false* game is divided into three phases of teaching. They are pre teaching activities, whilst teaching activities and post teaching activities.

Then, there are some advantages of the *true or false* game in teaching speaking skill for Junior High School Students. *First*, the *true or false* game is an interesting game for the students in learning speaking. *Second*, the *true or false* game encourages the students to think in English. *Third*, the *true or false* game does not only improve the students' ability in speaking, but also it can improve the student's ability in listening and writing skill.

#### **Suggestion**

In this article, the writer will give some suggestions. *First*, it is suggested for the teachers who are interested in using this game for teaching speaking to describe others objects such as person, things, and places. *Second*, the teacher should choose an interesting descriptive text of describing people in order the

students can deliver their ideas freely. *Third*, it also suggested using this game for teaching others type of text. *Finally*, the teacher should give some reinforcement and rewards toward the student's response in speaking.

**Note:** This article is written based on the writer's paper whose advisor is Drs. Saunir Saun, M. Pd

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