

USING “WHAT IS THE QUESTION GAME” IN TEACHING SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS

Yong Fikri¹, Sunaryo²

Bidang Studi Pendidikan Bahasa Inggris

FBS Universitas Negeri Padang

Abstract

This article explains about how to apply “what is the question game” in teaching speaking to junior high school students. To do this game, students are divided into four groups and each of group has same amount of students. There are three steps that should be done by the teacher when he/ she applies this game. The first is preparation in which the teacher prepares topic that suitable with this game, lesson plan, material for teaching and media. The second is activity I, in this step the teacher explains expression that are used in introduction. Then, the teacher explains question form of expression of introduction. The third is activity II, the teacher invite students to play “what is the question game” and among this game the teacher sing song together with students. After completing the game, the teacher concludes the lesson at the day and closes the class.

Key words: Game, Technique, Junior High School

A. Introduction

In learning English students are expected to master four skills, those are listening, speaking, reading and writing. Among the skills, speaking should be a priority to be mastered by students because speaking is used in daily life to communicate and through speaking students can deliver and express their feeling directly. In addition, speaking is an application of English itself and people usually measure someone’s achievement in English from his/ her speaking ability.

However, there are many cases that find in the field which students have a problem with speaking. Most of students are afraid of speaking and they just keep silent when teachers are teaching speaking in class. Even though students have learnt English from elementary school to university, they still cannot speak

¹ Student of English Language Teaching Program of FBS UNP graduated on September 2013

² Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

English as well. It is a common phenomenon that finds in our country in teaching English as foreign language. Based on writer's experience in practice teaching in junior high school, there are three reasons why students have difficulties in speaking.

First, students are lack of practice. As foreign language, English become third language for students after mother tongue and Indonesian language. That causes students seldom speak in English. Students just practice English in English class when teachers ask them to speak and after the class dismiss, they almost never use English anymore. In daily life, students would prefer to speak in mother tongue or Indonesian language than English language because their neighborhood does not support them to use English. The situations make students unfamiliar with English.

Then, students do not have a self-confidence to speak English. Having a few vocabularies make students lack of confidence to speak. Vocabularies are main key to be able to speak as well because without vocabularies what will be said by someone. Besides that, the way of teachers in teaching still emphasizes to grammar decrease students' motivation to speak because they feel fear if they speak, their grammar will be false. Therefore, pronunciation is also an obstacle to students to be confident to speak English. Pronunciation of English differs from pronunciation of Indonesian language. Getting wrong in pronounced a word can change the meaning of word itself.

The last reason is teachers do not use interesting technique to teach speaking in the class. Teachers cannot create enjoyable and fun class for students so students feel bore in learning. In teaching English especially speaking, students' motivation is needed because it will be tricky and bore for some students. It can be done by developing enjoyable and fun class. A smart teacher should have brilliant ideas to manage a pleased class for students. It will lose students' fear to speak English and all of students in the class will participate in speaking enthusiastically.

Through this article writer would like to introduce an interesting technique to teach speaking especially in junior high school. The technique is teaching speaking by a game. Harmer (2006:101) states that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. Game is an interesting and fun activity that can be applied to teach speaking in the class and it can motivate students to speak. Games will lose students' fear and boredom about English so an interactive class will exist. In this article writer will explain about using "what is the question game" in teaching speaking to junior high school.

B. Methodology of Games in Teaching Speaking

Byrne (1980:9) gives the definition of games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine learning activities, but a way of getting the learner to use the language in the course of the game. Moreover, Wright, Bitteridge, and Buckby (1997:1) explains that games can be found to give practice in all the skills (reading, writing, listening, and speaking), and for many types of communications (e.g. encouraging, criticizing, agreeing, explaining). So, basically games can be applied to all skill in language learning.

According to Lee (1987: 2) says that situation which bring a foreign language to life in the classroom are provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization and by games. So, using games in teaching speaking is good and recommended by experts. Game will motivate pupils in learning because it is fun and enjoyable. Moreover, Lee also says that games are enjoyable activity for pupils in the foreign language classroom.

In short, it can be concluded that games hold important role in language teaching. Games can be used to motivate pupils in teaching speaking because game make pupils feel relax and enjoy. Through games pupils can practice their language learning in relaxed way without pressure from teacher.

C. Discussion

1. Preparation

Before coming to teaching process, the teacher should have a preparation. Everything that is related to activities in the classroom should be prepared by teachers before they come to the class. A preparation is needed to make teaching process more successful. The teacher who has a good preparation will be able to handle the class better than the teacher without preparation. Moreover, there are several things that should be prepared by teachers to teach speaking using what is question game.

First, the teacher should understand the game and get familiar with rules of this game. It is important for the teacher to know about the game as well so they can explain to pupils about the game clearly and there will not misunderstand when the game is played. The teacher will be able to play the game in the classroom correctly and pupils also get positive effect from playing the game; they can increase their ability in speaking.

Then, the teacher should find appropriate topic to be taught with what the question game. Basically, there are some topics in teaching speaking that can use this game because the focus of this game is to train the students to create correct questions orally. It is known, some topics in teaching speaking often use question in conversation just like introduction, greeting, describing, and others so teachers

should be able to choose the appropriate one. Moreover, in this paper, writer applies what is the question game in topic introduction because in introduction people ask some simple questions so it can put what is the question game to make a class more interesting.

Next, the teacher should create a lesson plan (see appendix I). Lesson plan is an important thing that should be prepared by the teacher before standing in front of class because lesson plan is guidance for teachers in teaching process. In lesson plan, the teacher will determine step of activities to be done while teaching process that divided into pre-teaching, whilst-teaching, and post teaching. The teacher also determine duration of time for each activity in which the time for one meeting of speaking class is 2 x 45 minute. So it will help the teacher for using time effectively. The teacher who does not have a lesson plan will be difficult to arrange their activities in teaching process.

After that, the teacher should collect teaching material with topic introduction. The teacher should get dialogue about topic that will be used as modeling in whilst-teaching so pupils can understand what is introduction and be able to practice it. It can be taken from books or internet. Next, the teacher also should prepare statements that will be given to students in what is the question game and students will find the appropriate question from the statements. Moreover, teacher should find a song with lyric that is suitable for junior high school students. A song will be played by the teacher among the game that will be done later. Adding a song will make the game more interesting so students are going to be more motivated in learning process.

Finally, the teacher should prepare media to support learning and also to make learning process interesting. The teacher will need a data projector to display something such as dialogue on large image in front of class. Through this device, the teacher does not need to write down in white board anymore but they are enough to type in their computer and it will display in front of class. Teachers also need speakers to listen music at the end of the class. It will make pupils enjoy to study. However, to anticipate the electricity off teacher should prepare traditional media.

2. Classroom Implementation

a. Activities I

There are several activities that have to be done by teacher at this step. First, teachers greet pupils and check attendance list. For example, “*good morning students, who is absent today?*” Before coming to the lesson, the teacher looks around the class to make sure that pupils are ready to study. Then, the teacher asks simple question to pupils that related to introduction: *a. Do you have new friends lately? b. How do you introduce yourself to your new friends?* It is used to recall background knowledge of students about topic introduction. When their basic knowledge about introduction has risen, the teacher informs to pupils about topic

that will be discussed at the day, “*Well students...today we will learn about introduction*”.

Next, teacher explains about introduction to the students in detail so they can figure out the concept of introduction itself. The teacher shows to pupils some expressions that are usually used in introduction such as *My name is....., You can call me.....I am from....and others* (See appendix II). The teacher also explains about question form of expression of introduction just like: *What is your name? Where are you from? How do people call you? and others*. The teacher has to make sure that students have been clear about questions form of expressions of introduction especially W-H questions (What, When, Where, Who and How). It is important to be understood by students because in “what is the question game” they will compete to find appropriate form of question of expression of introduction and most of them will be in form W-H question.

The next activity is the teacher shows example of dialogue of introduction to the pupils and asks pupils to practice the dialogue in couple (See appendix III). After that, the teacher manages pupils to work in couple. The teacher distributes a paper to all couple of pupils. In paper the pupils will see incomplete dialogue about introduction in top of paper and in the bottom the pupils will get a word, phrase and clause to complete the dialogue (see appendix IV). So the pupils’ task is to complete the dialogue in the above with a word, phrase and clause from bottom. After completing the dialogue, the teacher asks students to practice the dialogue that they have completed with their couple. Then, the teacher chooses several couples to practice in front of class.

b. Activities II

In this step, the teacher invites pupils to do a game, “what is the question game”. First, the teacher explains to the students about how to play this game in which participants have to find a right question from a statement that is given and most of the question that will be form W- H question. For instance, teacher say, “*I’m from Canada*” and then the teacher says to pupils that the appropriate question for the statement, “*Where are you from?*” Before continued, the teacher asks the students again whether they understood about W- H question form or not. If students have understood, the teacher continues to explain the game but if students do not understand yet, the teacher tries to explain again about W-H question form. Next, the teacher informs that they will be divided into four groups (A, B, C, and D) and each of the groups consists of five students. Students who do not have a group will assist the teacher to handle this game such as inform statements to participants. Each member of the groups will be putted in front of his or her group one by one as a participant to compete in finding the right question.

Then, the teacher emphasizes that in this game a participant have to compete with other participants in finding the appropriate question from statements that are given. When a participant has found the appropriate one, he or she has to raise his/her hand to get a chance to answer. Furthermore, a participant

who raises his or her hand first will get chance to answer first. The teacher will respond the participant answer whether it is right or wrong. If the participant gives a right answer, his/her group gets a point for the statement but when he /she expresses a wrong answer the chance comes to second one that raises his or her hand. The teacher will do it until he/ she find a rights answer from participants. After that, the teacher explains that a song with title "*Big- big world*" will be played in this game. The song will be sang together by students about 2 minute every finish with one statement. Finally, the winner of this game is the group who collect the highest amount of point.

After all students are clear about the game, the teacher starts to play this game. He/she divides students into four groups and each group consists of five students and the rest has a job to help the teacher to inform statements. Then, the teacher asks each of group to put his or her member in front of his/ her group as first participant. After that, the teacher commands an assistance to inform first statement. He/she says, "*I am from England*". The participant from group B raises his/her hand firstly so he/she gets a chance to answer. He/she says, "*Where are you from?*" The teacher responds directly, "*That is right....point for group B*". Then, the teacher plays the song *big- big world* for two minute. All of students and teachers sing the song together.

Coming to the second statement, each of group put next member of his/her group as participant of this game. Then, an assistance says "*My name is John*". The participant from group D raises his/her hand first and says, "*What is your name?*" and teacher respond, "*That is right...point for group D*". The teacher plays the song again and they sing the song together for two minute. Next statement, all of groups have changed their participant with next member. Then, an assistance express a sentence "*My last name is Kennedy*". The participant from group C gets a chance to answer because he/she raise his/her hand first. He/she says "*What do your last name*" and the teacher speaks "*That is wrong*". The chance to answer comes to the participant from group B because he/she is the second one that raises his/her hand. He/she says "*What is your last name?*" and the teacher responds "*That is right.....point for group B*". Then, students and teacher continue to sing the song together.

After two minute to sing the song, all new participants from each of group comes to sit in front of his/her group. Then, they hear one of assistance says "*everyone calls me David*" and directly the participant from group A raise his/her hand and says "*What do people call you?*". The teacher respond what the participant said "*It's totally right...point for group A*". After that, without command students and teacher sing the song together for two minute. Finally it is time to come to the last statement and all last participants from all group have been ready in front their group. Then, one of assistances says "*I live in George street number 21*" and the participant from group C moves his/her hand up and says "*Where do you live?*". The teacher responds "*You are right...point for group C*" and then the teacher announce the winner of the game "*the winner of this game is group B because he have the highest amount of point, congratulation for*

group B". The game is closed by singing the song together but in the end this game, students and teacher sing whole the song.

Before ending the class at the day, the teacher tries to conclude what he or she has explained to students. The goal is to make students more understand about the lesson at the day. In this case, the teacher concludes about introduction to students. The teacher can explain about phrases or clauses that are used in introduction shortly. After that, to close the class the teacher gives a home work to students and class dismiss.

D. Conclusion

Based on the explanation above, it can be concluded that there are three steps to apply "what is the question game" in the classroom. The first is preparation in which the teachers have to prepare appropriate topic for the game (introduction), lesson plan, teaching material and media. The second is activities I, in this step the teacher explains to students about expressions that are used in introduction and also explain to students about question form of expressions of introduction especially W-H question. Then, the teacher shows dialogues about introduction to students and asks them to practice the dialogues. The last one is activities II, in this part the teacher invite students to play "what is the question game". After that, the teacher concludes the lesson at the day.

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