

## USING THE GAME OF TRUTH IN TEACHING SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS

Putra Alam Sani<sup>1</sup>, Don Narius<sup>2</sup>  
English Department  
Faculty of Languages and Arts  
FBS State University of Padang  
Email: [putraalamsani@gmail.com](mailto:putraalamsani@gmail.com)

### Abstrak

Makalah ini menjelaskan tentang bagaimana menggunakan *game* atau permainan yang disebut dengan *the game of truth* dalam mengajarkan *speaking* atau berbicara di dalam kelas pada siswa menengah pertama. Permainan ini akan meningkatkan minat siswa dalam belajar keterampilan berbicara sehingga ini akan berdampak baik terhadap peningkatan kemampuan siswa dalam bahasa Inggris khususnya keterampilan berbicara. Dalam permainan ini siswa berlomba dalam menyampaikan ceritanya sendiri dari beberapa topik yang diberikan oleh guru atau terhadap siswa yang telah diberikan tugas oleh guru untuk melakukannya. Di dalam melakukan permainan ini siswa melakukan secara berkelompok atau individu. Langkah-langkah dalam pengajaran kemampuan berbicara dengan menggunakan permainan ini yaitu *preparation* dimana guru mempersiapkan topik yang cocok dengan *game* ini yaitu menceritakan atau mendeskripsikan kejadian sebenarnya kepada siswa. Dalam strategi ini, realita kehidupan sehari-hari bisa digunakan sebagai bahan ajar dalam proses belajar mengajar di kelas. Pada *pre-teaching* guru memberikan cerita tentang suatu kejadian (*fakta*) untuk mengaktifkan pengetahuan tentang mendeskripsikan suatu kejadian yang di alami oleh siswa. Dalam *whilst-teaching* guru memberikan kata-kata kunci (*clues*) yang akan di gunakan oleh siswa untuk dapat menceritakan suatu kejadian berdasarkan topic atau kata kunci yang telah di dapatkan oleh masing-masing siswa, setelah itu baru guru mengajak siswa untuk memainkan permainan *the game of truth* ini. Dan pada *post-teaching* guru menyimpulkan pelajaran pada hari tersebut dan diakhiri dengan memutarakan sebuah video lagu.

**Kata Kunci:** *pengajaran berbicara, dengan menggunakan game, pengajaran di SMP, the of truth.*

### A. Introduction

As international language, English is important language and it has been used by millions of people to communicate each other in all over the world. Someone who is good in English will be easier to find friends from different countries. Then, mastering English will make someone rich of knowledge because

---

<sup>1</sup> Student of English Language Teaching Program of FBS UNP graduated on September 2014

<sup>2</sup> Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

most of excellent books and journals are written in English language. Therefore, someone who has great capability in English will be faster to get a job than someone who is blind with English.

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.

Speaking cannot be separated from human being that is used as a tool for communication. By speaking people can socialize and interact with their neighborhood, they can express and share their feeling to people around them directly. Speaking is oral skill where information is transferred orally. When people want to speak, they do not need to take a pen and paper to write it down what they want but they just need to sound words. The process to produce a word in speaking happens systematically in human organ of speech. As Bailey (2005:2) stated that speaking is the productive, oral skill that consists of producing systematic verbal utterances to convey meaning.

According to Chaney (1998:13), speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means, through speaking people can share information about everything among them such as sadness, happiness, anxiety, pain and others. By speaking a father can recognize that his son in sadness so he can amuse his son. Speaking can be done by verbal just like produce words and non verbal symbol like gestures, body language and eye contact during speaking.

Teaching speaking for second or foreign language especially English is very challenging. Brown in Lazaraton (2001: 103) mentioned that a number of feature that interact to make speaking as challenging language skill. Speaking foreign language is not easy for students because they are not familiar with that language (English) so many students are reluctant to speak. Teachers have to be able to create and apply appropriate techniques in teaching speaking so student will be motivated to learn speaking. As Nunan in Lazarton (2001: 110) inferred that the biggest challenges in the EFL classroom to be lack of motivation, getting students to speak.

Vygotsky in Hodges (2003: 87) argues that children learn to think by talking with others and by engaging in a social process which enables them to grow into intellectual life of those around them. It can be said that to support child's development in learning, teachers have to develop communicative learning which give chances to students to speak and share with others and also teachers have to create good atmosphere in class so children will feel enjoy in learning process and they will never think that the subject is tricky for them.

Moreover, Barret (1988: 8) stated that there are three purpose of speaking that should be considered by teachers. First, to increase the number of opportunities for students to practice. Practice is very needed in learning speaking foreign language (English), without practicing is impossible to be able to speak in

foreign language. Thus, in speaking class teachers have to set their class with activities that make students can practice their English freely.

According to *KTSP 2006* the aim of learning English in Junior high school is to generate students to be able to reach functional level, both in spoken and written from their daily life. Moreover, the specific objective of learning English which stated in curriculum of junior high school is to make students have ability in some competences. They are: They are: First is developing communicative competence in speaking and also writing. Next is having awareness about nature and importance of English to increase the national competition in global society. The last is developing understanding about the relationship of language and culture. Besides that in *KTSP* every skills have their own time allocation and balanced, while in curriculum 2013, all of the skill are integrated and speaking has more allocation of time.

Good atmosphere is needed in teaching speaking in the class room. It will lose boredom for students and they will feel comfort in learning process. Games are interactive activities that can be used to create good atmosphere in the classroom. In oxford dictionary states that game is an activity engaged in for amusement that has rules. Involving game in teaching will make pupils encourage learning speaking. Applying game in the teaching speaking will raise point of view from students that teaching speaking foreign language (English) is not tricky.

One of games that can be to teach speaking is the game of truth. The game of truth is a game that make the player should tell the truth about their daily life and the audience can ask any question about the event that the speaker told. This game can be interesting because in this game the player have motivation and be brave to tell the truth in their daily life, and the topic we use in this game are based on their day by day activities such us: love, money, friendship, family, punishment, and vacation. Junior high school students need to be provided with interesting speaking materials, meaningful activities, and chances of independent speaking and pronunciation learning. They need to learn how to pronounce words correctly and easily. The use of computer and internet in education has increased significantly during the last few years. Most schools already have IT equipped rooms (multimedia room). It can use by the teacher and students to practice English pronunciation by using website as a media of E-learning.

## **B. Discussion**

### **1. Teaching Preparation**

Before the teaching process is coming, 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 the game of truth.

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 students 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 students also get positive effect from playing the game; they can increase their ability in speaking.

Then, the teacher should create a lesson plan. 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 35 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, teacher should prepare several media related to the topic to build students background knowledge. There are several media that can be use to build students background knowledge, for example: short story, picture, video or slide show. Teacher can tell his/her own story to the students about particular topic and discuss it with the students. Teacher can also show a picture to students and tell to them the story of the picture. Video or slide show are also the interesting media that can be used to tell someone's story or experience to build student's background knowledge about the topic that will be discussed.

Finally, teacher should prepare 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 students enjoy to study. However, to anticipate the electricity off teacher should prepare traditional media.

## **2. Classroom Implementation of Teaching Speaking Using the Game of Truth.**

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

There are several activities that have to be done by teacher at this step. First, teachers greet students and check attendance list. For example:

The teacher comes into the classroom and greets the whole class.

Teacher : *“Good morning students?”*

Students : *“Good morning sir “*

Teacher : *“How are you this morning?”*

Students : *“Fine, how are you?”*

Teacher : *“I am fine too, thank you. Before we come to our lesson today, let's check your attendance first.”*

Before coming to the lesson the teacher reviews the lesson of previous meeting. It is done to see the students' understanding about the previous lesson. Next, the teacher asks simple questions to students that related to describing

something. Here, the author will describe the topic of the event as example. The examples of questions are:

- Teacher : *Do you ever go outside of West Sumatra for your vacation?*  
Students : Yes, Sir / no Sir  
Teacher : *do you want to hear about my vacation in Bali?*  
Students : Yes, Sir.  
Teacher : *(teacher show the picture to the students)*



*last year, I went to Bali for my vacation, I spent 4 days there. At the first in Bali, I go to Kuta Beach and learnt how to do surfing, at the second days, I spent my time, in Ubud to see traditional art of Bali, like dancing, painting, and sculpture. At the third day, my friend asked me to come with him to learn Kecak dance, at the last day, me my friends prepare all the things to come back to Padang. It was an interesting vacation!*

The example above is used to recall background knowledge of students about describing the event. After that, the teacher plays a video about some events and then the teacher give question to students related to the video such as: *a. what happen in that video? b. What are the people do in that video? c. When that video happen?* The last is the teacher informs to students about topic that will be discussed at the day, like illustrated below:

- Teacher : *“Well guys...today we will talk about an event that did happened to you”*.  
Students : Ok Sir!  
Teacher : Have you ever got an accident?  
Students : Yes Sir, we have  
Teacher : Is there anyone can tell us an event about accident?  
Student : Yes, I am Sir.

*It happened four months ago. At that day, my mother ask me to go to my grandma home by using bicycle, on my way to go, some buffaloes run and play on the road. I tried to not hit them. Then, I turn my bicycle to the left side of the road. Then I jumped into the river with my bicycle because the left side of the road is flooding. And then, a farmer helps me, and takes me to the hospital.*

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

Whilst-teaching activities are the main activities in a learning process which consist of exploration, elaboration, and confirmation.

In this activity teacher will discuss about an event that was happened with detail so students can figure out how to explain about an event itself. The next activity is the teacher explains the way of discussion about the topic that students get to play game of truth. Then, teacher separate students into six groups. The distribution of group is based on students' score. Six highest scored students are pointed as the leader of each group; each group consists of five students, the members of every group are also based on students' score. The purpose is to give a chance for every group to win the game.

The topics that can be used here, such as: *love, money, friendship, punishment, family, vacation, accident*. Now, you will sit in group. Each of group consists of five students. Then, the leader of each group will take one card randomly. Teacher gives about ten minutes to students to discuss the topic in group. After that, each of group will present what they have discussed in group in front of the class. In presenting what you have discussed in your groups you have to use English. The speaker of each group will be pointed out randomly. For example, if the topic that students get is about accident, then students have to tell us anything about accident which was happened to students. The things that students have to tell us such as: where it happened, why it happened, when it happened, and so on.

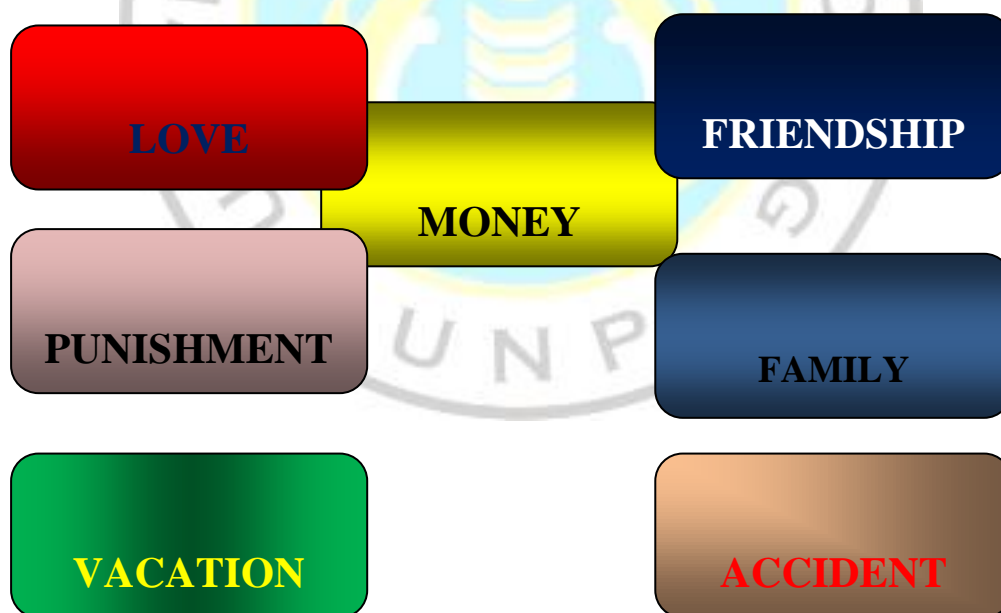


Figure 1. small cards of the topic

To begin the game, the teacher will choose one of the students randomly. Then, the teacher asks that student to presents the introduction of his/her story. For example: Student: *well I am from group four, I got the topic about love*. Then the other students have to ask the presenter about the topic that he/she presented. Student A: *what do you mean about love?*, students B: *have you falling in love with someone?, where is he/she?*. The presenter has to answer every question

truthfully in ten minutes. This is the main activity of game of truth game. Every student will be assessed of their pronunciations, expressions, and fluency. Then the winner is the group that has the highest accumulated score, and the reward is a pack of candy. Thus the groups that do not win have to clean the classroom.

In this step, the students' performance and discussion is evaluated. The teacher asks the students some questions to check their understanding about the material by using game of truth. The teacher also can ask the students opinion about the lesson through the game of truth. In this stage, the teacher evaluates the students' comprehension of a recount text by asking the students about what a recount text is, "what the generic structure of recount text is, and what the language features of recount text". Then, the students answer directly.

The teacher asks the groups to reflect their work together. They reflect about language they mastered while complete the project, the content they learn about the target theme, the step that they follow to complete the project and the effectiveness of the whole discussion. This activity is used to remember the students to not making a same mistake again in the next material

### **c. Post- teaching activity**

It is an end activity that has to be done by the teacher who teaches in classroom. In this part, the teacher tries to conclude what he or she has explained to students. The goal is to make students more understand about the lesson. Then, the teacher reviews the lesson that has been learned. Finally, the teacher summarizing the lesson by himself or do it together with the students. The students can explain the story or accident that was happen to them based on the topic has written in the small card. The teacher also needs to assess the activities that have done consistently and gives feedback toward the process and learning achievement. Last, at the end of the class the teacher can give a home work to students for the next meeting.

### **3. Advantages of Using the Game in Teaching Speaking**

Using the game of truth in teaching speaking to junior high school students has many advantages for both of the teacher and students. They are: (1) Increasing students' motivation to speak English. Even the silent students will be motivated to speak while playing the game of truth. (2) The teacher seems easier to teach speaking in the classroom through applying the game. (3) Increasing students' interest in language learning because they enjoy with using a game. (4) The game of truth can transform a boring class into a challenging and more fun class, because it can reduce students' stress in studying, especially in speaking. (5) The game of truth can make students to be known each other and students will not afraid or embraced to explain their own story.

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

From the explanation above, it can be concluded that speaking is an important skill in a language, English language. Thorough speaking English, people can communicate and share their ideas with people in different countries. However, many students in this country have a problem with learning speaking. They still cannot be able to speak English in their daily life even they have been taught it in their school. It is caused by techniques that are used by teachers in teaching

speaking are not interesting so students consider speaking lesson is boring and difficult to learn.

Using the game of truth in teaching speaking for junior high school students is a very brilliant idea to interact junior high school students in learning speaking. The students will feel enjoy and relax in learning process so they do not realize that they have spoken in English. Besides that, the game will involve all students in the classroom to speak so it will create good atmosphere in the classroom. Therefore, applying this game in the speaking class will motivate the students and the students will consider that speaking in English is not difficult and boring thing but it is easy and enjoyable. Teaching process that is not supported by good technique will not run well so choosing appropriate technique is very needed in teaching process. Using the game of truth in teaching speaking will make class more enjoyable and lively so the students will be motivated to speak in the classroom.

**Note :** This article was written based on the writer's paper with the advisor Drs. Don Narius, M.Si.

#### **BIBLIOGRAPHY**

- Bailey, Kathleen M. 2005. *Practical English Language Teaching: Speaking*. In D. Nunan (ed.). New York: McGraw-Hill
- Barret, Harrold. 1968. *Practical Method in Speech: An Interactive Approach to Language Pedagogy*. Addison Wesley Logman, inc: San Francisco State University.
- Brown, H. Douglas. 1994. *Teaching by Principles and Interactive Approach to Language Pedagogical*. New York. Practice Hall Regent.
- Byrne, Donn. 1980. *English Teaching Perspectives*. Essex, U. K.: Longman.
- Carrier, Michael & The Centre for British Teachers (1980). *Take 5. Games and Activities for the Language Learner*. (2d. ed.). London: Nelson.
- Chaney, Ann., Burk, Tamara. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon.
- Deesri, Angkara. 2002. "Games in the ESL and EFL Class". . *The Internet TESL Journal*, Vol. VIII, No. 9 September 2002. Retrieved from <http://iteslj.org/Handouts/Kelly-Classmates.html> on February 15, 2013.
- Depdiknas. 2006. *Standar Kompetensi Mata Pelajaran Bahasa Inggris kelas 7 SMP*. Jakarta: Departemen Pendidikan Nasional.



- Ersoz, Aydan. 2000. *Six Games for the EFL/ESL Classroom*. The Internet TESL Journal, Vol. VI, No.6, June 2000. Retrieved from <http://iteslj.org/lesson/Ersoz-Games.html> on February 14, 2013.
- Harmer, Jeremy. 2006. *How to Teach English*. Essex: Pearson Education Limited
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, Vol. XII, No. 11, November 2006. Retrieved from <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html> on January 12, 2013.
- Klippel, Friederike. 1984. *Keep Talking (Communicative Fluency Activities for language teaching)*. New York: Cambridge University Press.
- Lazaraton, Anne. 2002. "Teaching Oral Skills". In Marianne Celce – Murcia (Eds.), *Teaching English as a second or Foreign Language*. Boston : Nelson Education, Ltd.
- Lee, W. R. 1987. *A Teacher's Library: Language Teaching Methodology*. New York: Practice Hall ltd.
- Louma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.
- Murcia, Mariane celce. 1984. "Interaction and Communication in the ESL Classroom". *English Teaching Forum*. Vol. XVII.2, April 1984.
- Nunan, David. 2003. *Principles for language teaching methodology*. In David Nunan (Eds.), *Practical English Language Teaching*. New York: Mc. Graw Hill.
- Smaldino, Sharou. E. Deborah L. Lowter. James D. Russel. 2008. *Instructional Technology and Media for Learning*. Pearson: Merrill Prentice Hall.
- Wright, A, David Betteridge and Michael Buckby. 2006. *Games for Language Learning*. Cambridge: Cambridge University Press.