USING "GETTING TO KNOW" GAME IN TEACHING SPEAKING FOR SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Banyak siswa Sekolah Menengah Atas (SMA) yang kesulitan dalam berbicara Bahasa Inggris. Hal ini disebabkan karena Bahasa Inggris bukanlah bahasa ibu mereka, maka Bahasa Inggris dianggap asing dan sulit untuk dilafalkan. Oleh karena itu, dibutuhkan aktifitas-aktifitas yang dapat memotivasi siswa untuk berbicara Bahasa Inggris di dalam kelas. Dalam hal ini, penulis menyarankan penggunaan*"Getting to Know" game* untuk membantu siswa dalam belajar *speaking* agar dapat berbicara dalam Bahasa Inggris dengan baik. Melalui game ini, siswa diharapkan dapat berbicara Bahasa Inggris secara spontan dan natural dalam bentuk interaksi tanya jawab berdasarkan topik yang diberikan oleh guru. Siswa dapat berbicara sesuai kemampuan mereka dalam bertanya dan menjawab, tidak ada paksaan. Guru akan memperhatikan siswa selama bermain dan kemudian memberikan kritik dan memperbaiki kesalahan siswa setelah semua siswa tampil. Keuntungan dari permainan ini adalah meningkatkan kemampuan berbicara siswa, dan terutama untuk melatih siswa agar aktif dalam *speaking English* di dalam kelas.

Kata kunci: *speaking, "getting to know" game.*

A. INTRODUCTION

Teaching English as a foreign language is one of the difficult things to do at schools because English is not familiar for students. Besides, characteristic of English like inconsistent pronunciation, make students think that English is difficult. Because of the difficulties, there are some problems faced by students in speaking. Some students do not have enough vocabularies and idea to speak so that they cannot speak naturally and spontaneously. However, in English subject, speaking is one of English skills that students shouldmaster. Richards (2008:19) states "The mastery of speaking skills in English is a priority for many second-language or foreign-language learners". Brown and Yule (1989: 14) add, "Speaking is to express the needs-request, information, service, etc". It means, people speak to express idea, feeling, and asking for help so that speaking is important. Also, it is stated in curriculum 2013 that English is used to communicate in spoken and written form. So, the purpose of English subject in schools is to make students able to communicate in English.

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In order to make students be able to communicate in English, they should speak naturally and spontaneously in the classroom because one of the components in speaking ability is fluency; spontaneity and naturally are the part of fluency.It is stated by Harmer (2001), he states that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar, and pronunciation praised through controlled and guided activities; and fluency, considered to be "the ability to keep going when speaking spontaneously". Spontaneous is happening or done in a natural, often sudden way, without any planning or without being forced, and If a particular skill comes naturally (to you), you are able to do it easily, with little effort or learning (Cambridge advanced learner's dictionary). In conclusion, spontaneity and naturally is important in speaking, and they should come together. Davies and Pearse (2000:36) state "fluency practice is intended to get the learners to use new items in more natural communication".

Teaching speaking has different way and different difficulties than others. Jones in Richards (2008:19) state, "In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper". It means, people do speaking spontaneously without record or wait for a long time since they get an idea to speak. The main goal of teaching speaking is to make the students can speak effectively. Davies and Pearse (2000:35) state in their book, "the main goal of English language teaching to enable learners to use English effectively in real communication". So, by learning speaking English in school, it is hope that students can use English in real communication. Since spontaneity and naturally is important in speaking, the teacher should make the students actively speak in the classroom so that they should find an activity that can make students interesting in speaking English. It is suggested to use "getting to know" game in teaching speaking. Game, basically can make students interest to study. This opinion is support by Wright, Betteridge, and Buckby (2006:1), "Games help and encourage many learners to sustain their interest and work." So the students don't have to give big effort to playing games. In addition, game can be important because it help students to begin o communicate well. Little and Sanders in Young (1999:129) state that before students communicate in authentic way in the real situation, they have to communicate with other learners first, support each other and act collaboratively to construct meaningful utterance. These are the part of game, that the students will support and interacting each other to construct meaningful utterance.

"Getting to know" game is a kind of caring and sharing game. It involves asking and answering questions between two students that work in pairs. The students will share and exchange information. "Caring and sharing games include all those games in which the learner feels comfortable while sharing personal information with other learners" (Wright, Betteridge, and Buckby 2006:4).Furthermore, the students don't need to feel afraid to speak or to make mistakes because it is just a game and they don't have to speak in a complete sentence while asking or answering the questions. In addition, by doing fun activities the students will be more interested, motivated, and easy to understand

about the materials. Game can make students enthusiastic to study, especially if they can get a good score in speaking with playing game. Also, the students can speak spontaneously by this game because there is a limit time to speak and they have to tell whatever that they have in mind, and this help them to speak naturally.

B. DISCUSSION

There are some procedures of teaching speaking by using "Getting to Know" game, namely: teacher's preparation, consist of preparation of the material, and preparation of media; and teaching procedure.

1. Teaching Preparation

There are some procedures of teaching speaking by using "Getting to Know" game, the first one ispreparation. It consists of preparation of the material, and preparation of media.

a. Preparation of the material

In order to deliver the good material, the material that will be prepared should be related to the syllabus and curriculum. Fortunately, this game can be used in every topic of speaking. Most of the speaking material can be used in this game whether it is monolog or dialog. So, the topic of the game can be easily connected to the material that should be studied at that time.

b. Preparation of the media

Media that should be prepared for this game is some cards. The teacher needs some cards to make the topic for each pair. Whether they learn the same material, each pair will ask and answer questions based on their own topic. Each pair will choose two cards, so the teacher should prepare the cards as many as students in the class with different topics. Further, for a monolog material, the card contain a topic, some clues and picture to help students making questions. For example, the material is performing a monologue of a procedure text, the cards can be:

Fried rice recipe

In addition, for transactional and interpersonal dialog, the cards contain a topic and one picture to help the students understand about the topic. For example, the material is expressions of congratulating and complimenting. The cards can be like this:

> *Your friend has graduated from his/her study*

2. Teaching Procedure

There are some steps in teaching speaking by using "Getting to Know" game. The steps should be done chronologically to make it effective and give a good result. Before playing the game the teacher ought to give a warming up for the students. The teacher is expected to motivate the students to study and learn the material well. Further, it is important to the teacher to built student's background knowledge about the material to be learnt.

After explaining about the material, the teacher will explain how to study using "getting to Know" game, where they will create some questions based on the topic and clues given to their partner. Then, they should answer the questions that their partner asked to them. While, they should know that they do not have to speak with complete sentences, they can ask or answer questions with phrase, or only a motion. It is hope that students will perform in front of the class with confident.

Then, after all students understand about the game and have enough background knowledge about the material, they can begin to study with "Getting to Know" game. First, as the opening, the teacher tells the students about the material that will be learnt at that time. If it is about transactional or interpersonal dialog, the teacher will give expressions of the dialog and explain where and when people can use the expressions. For example, the material for that day is about expressing compliments. The teacher explains about when and what to compliment, also the teacher explains why people do compliment. In addition, it is important to explain how to give compliment to people (the expressions that can be used to give compliment).

Besides, if the material is about monolog, she/he will explain about the genre of the text and its generic structure. For example, if the material is about procedure text. The teacher explains what procedure text is, when people use procedure, and what the generic structure of procedure text is. Also, the teacher should give an example of spoken procedure text.

Example of the material which the teacher gives to the students:

Expressing Compliment	
Why	To show that you approve of something
Who	Anyone, but do not over-use
What	Something new, someone's appearance, clothes, house, work, cooking, children.

No	Expressions of Complimenting	Responses
1.	I really like your…(noun)	Thank you
2.	I think your…(noun) is…(adjective)	Yes
3.	Where did you get it?	Do you think so?
4.	When did you buy it?	You are very kind to say so
5.	Could I look at it again?	

(Adapted from Speaking Naturally p.68-69)

After that, the teacher asks the students to choose a partner to perform. The students can choose their partner by themself to reduce their anxiety. After all students get partners, the teacher gives an example by playing the game with one student. The teacher chooses a card and asks questions to the student, and the student answers.For example, the teacher gets a card, the topic is "a friend gives you a gift for your birthday", the teacher can ask questions, for example:

1) Have you ever got a gift in your birthday?
2) What do you feel when you get a gift?
3) What did you say to someone who gave you a gift?

If the student cannot answer the questions, the teacher will give example how to answer, it can be with words, phrase, or in a good sentence. When the students are understood and ready to play, they can begin to play. The teacher keep company them and take a note for their mistakes, and it will be corrected when they finished.

Next, each pair will come to the front of the class and choose a card that contains a topic to "play" by the students. After getting a card, a student in each pair will ask some questions and his/her partner answers. The student can ask a simple question, clause, or it will be better if they can use the complete one. Besides, the answer is only what they can and what they want to answer. They can only answer with a nod, yes/no, or may be a complete sentence. There is no compulsion for the way they asking and answering the questions because the teacher can see the students' spontaneous in speaking by this natural conversation. Further, it will be better if the partner can use the expressions that have been

taught based on the topic in their answer.The teacher will give a time limit for each pairs to play the game, one pair have 4 minutes to play, 2 minutes for the first student to ask questions and the second student answer and the 2 minutes later just the opposite. After the students play the game, the teacher will do some corrections of the students' error while asking and answering questions. After some pairs come to the front of the class, the teacher explains more about the material for that day.

To sum up, the teacher gives a conclusion about the material. After that, announce the best performance of the students, the students who can ask many questions, and the student who can answer the question well. There is a reward for them, such as chocolate, book, or accessories. It is important to give a motivation for the students to perform and express their idea.

For the closing of the class, the teacher only needs to ask the students whether they understand about the material or not. If there is a student who doesn't understand, the teacher should explain the lesson again. After that, the teacher can give homework and tells the students about the material for the next meeting. It is hope that the students be ready and will learn about the next material before the next meeting.

C. CONCLUSIONS AND SUGGESTIONS

Based on the discussions of the previous chapter, it can be concluded that the problems that students faced in speaking can be solved by learning speaking using "Getting to Know" game. "Getting to Know" game is an activity to increase students' ability and motivation to speak. In this game, students should speak spontaneously and naturally. It can increase students' speaking ability because while do the activity students should speak as much as they can, and they are trained to speak spontaneously so that they will accustomed to speak and will not worry when they are asked to speak. Further, it can motivate students because they will perform and speak freely without interruption or some specific command, so they will not feel anxious to speak even in front of many people.

In addition, this activity is right for senior high school students because they have studied English longer so that they have more knowledge than junior high school students. Further, in this article writer choose the second grade of senior high school. It is hoped that by doing this activity students can speak spontaneously and naturally.

Through this article, the writer suggests the teachers to be creative to use "getting to know" game as an activity to practice speaking for senior high school. Because, there are some problems that can be happen while using this game as an activity in teaching speaking, such as too many students in the classroom, or the class is noisy. These problems can be anticipated by some ways. If there are too many students in one class, the teacher can reduce the time limit for each pairs in order to give a change for all of students to perform. Also, the teacher can give corrections for students' error in the end of the class, after all students have performed. In addition, to anticipate the noise, the teacher can ask all students to pay attention to their friends' performance, and also take a note for their mistakes

to be discussed together. It is hoped that senior high school students can learn English, especially speaking well by using this game.

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