

TEACHING RECOUNT TEXT BY USING “CRISSCROSS” GAME IN TEACHING SPEAKING AT JUNIOR HIGH SCHOOL

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Abstrak

Makalah ini bertujuan untuk menjelaskan bagaimana cara membangun dan mengembangkan ide siswa dengan menggunakan teks recount dalam pengajaran speaking. Kemampuan siswa SMP dalam menyampaikan isi teks masih sangat kurang disebabkan karena kurangnya ide atau gagasan dalam berbicara. Recount teks adalah suatu jenis teks yang menceritakan kejadian masa lalu atau pengalaman seseorang.

Langkah-langkah dalam pengajaran recount teks dengan balon dan music yaitu persiapan, sewaktu-pengajaran dan sesudah-pengajaran. Pada persiapan, guru mempersiapkan materi recount teks, media ajar yang akan digunakan, balon dan music. Pada sewaktu-pengajaran, guru memodelkan sebuah teks, dan menjelaskan kepada murid cara menyampaikan isi teks tersebut, menyuruh murid untuk menceritakan teks tersebut di depan kelas. Pada sesudah-pengajaran, guru memberikan umpan balik kepada murid dan memberikan nilai dan penghargaan kepada murid yang mampu berbicara di depan kelas dalam menceritakan isi recount text tersebut.

Kata kunci: *recount, crisscross game.*

A. INTRODUCTION

Recount text is including in the English curriculum 2013 so students who learn English at school have to accomplish it well. In the curriculum, this text must be learnt. Not only in reading skill but also in speaking. When students learn it in reading, not many problems occur, because they just read the text and do the comprehension activity. But when it comes to speaking, many of them face difficulties-due to the activities of telling their past event to the audience. The reasons are that the students' are lack of ideas and imagination. While recount is often related to imagination, students need to use it to create a recount text.

Actually in teaching speaking recount text, teacher can use game as one of activities that will stimulate student's imagination. This activity will make the students feel excited and find that learning is fun. Hence, teacher is allowed to use game in their teaching as long as it is still engaged to the lesson. Using game as an alternative in teaching English can make students motivated to follow the lesson.

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Carrier (in Sanchez et al, 2007:52) says that game can give students chance to practice their target language without worrying about making errors while trying to win the game.

Therefore, the writer proposes to use Crisscross game to teach a recount text to junior high school. Applying games in the class will hope make students motivated and interested the lesson. In this game, the teacher will ask something to the students orderly. Then student will answer the question, and it runs to the last student.

Speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. There are several essential components of speaking skill. Brown (2004: 157) states that the speaking skill consists of six components: grammar, vocabulary, fluency, comprehension, and pronunciation. Thus, the students have to master the entire components to achieve the aim of speaking and to be communicative. Considering the needs of mastering speaking as one of the ways for mastering English, teachers need to improve the students' pronunciation, fluency, vocabulary, grammar and comprehension.

In the curriculum it is starts that speaking should be learned through games in teaching recount text. In the curriculum 2013 there are three types of the text, they are transactional text, functional text and monolog text. Transactional is often used when people do conversation. Functional text it can use advertisement as an example. Monolog texts there are six genres that are taught to the students in junior high school: descriptive, narrative, report, procedure, spoof and recount. For junior high school students, one of the texts that they learn are recount which belong to story genres in which that function is to enable people to retell a series of events or experiences in the past for the purpose of informing or entertaining.

One of the texts that should be learned by junior high school students is a recount text. A recount text is a kind of text to retell the series or events which happened to the participant in the past. According to Gerot and Wignel (1994:120) a recount text retells a past event for the purpose of informing as well as entertaining the readers.

Besides, a recount text can sharpen the students' memory because they have to remember the events they experience in the past. This is in line with Derewianka (1990:14) who says that "... recount helps us to interpret experience, in a recount we reconstruct past experience".

Game is one of the techniques that can be used in speaking classes. By using games teachers can make students active in the classroom. Game as technique in teaching speaking can give good student's responses to increase their speaking skill. Through game they will get repetition of what they have learned. Through this way the material will stick in their head.

By using games, the students will get the feedback. They will remember what they have learned before easily. Through games, the teaching and learning process will become unforgettable because it's not boring way in learning so that they will remember clearer the material that they have learned it makes the time in learning process will be shorter than using conservative way.

Crisscross game is an active game it's aims for reviewing or revising pronunciation. This should work well in junior high school students. Crisscross game is one of games which help teacher in teaching learning process especially teaching speaking. Crisscross game has a characteristic that asks the students to speak up retelling something so that it is matched to teach spoken recount text. In this respect, teaching crisscross is a great warm up. By playing Crisscross, students are more interactive in retelling something. Crisscross game support students to speak more.

Crisscross game can make the students learn independently in speaking activity. In addition, students feel enjoy because they can determine the topic freely according to their choice. The students will be more trained to speak English. It means that the technique can improve the junior high school students' pronunciation because the students are encouraged to speak when they get the chance. There are many advantages of using Crisscross game for junior high school students. In addition, this technique can be useful to make the junior high school students enjoy learning English.

Based on the explanation above, the writer concludes that teaching speaking through crisscross game is a good strategy that can motivate the students in teaching and learning speaking in the class.

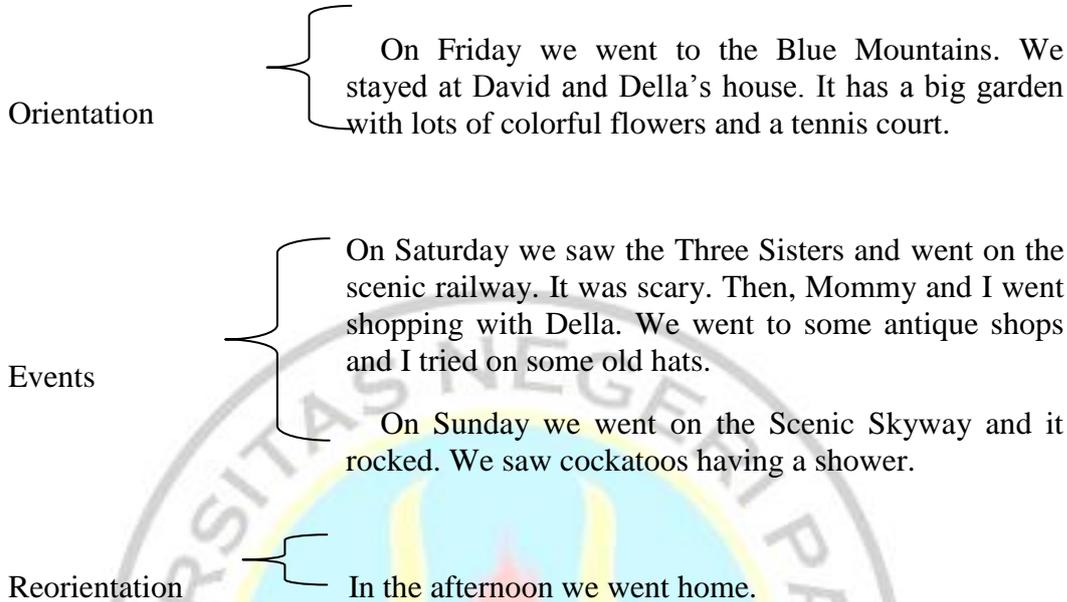
B. DISCUSSION

The first thing that should be done by the teacher before starting the activity is preparation. Teachers have to do a preparation before they come to the classroom in order to do the teaching-learning process. The successfulness of teaching and learning process can be achieved by great teaching preparation. Preparation also can help to minimize every mistake during teaching and learning process. The main thing have to do is making a lesson plan. It really helps the teachers to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning. In short, the teacher should prepare and plan well the material before coming to the class.

1. Preparation of the Material

In choosing the materials, teacher should consider the student's interest, so the material will be easy to study. If the teacher makes a mistake in choosing materials, there are some effects in learning English. First, the students will confuse in the study. Second, the students will be bored. At last, the learning can be bad experience for the students. There are some materials that can be used to teach recount text by using crisscross game, such as students past experience during holiday, past experience on their study, on their special occasion or activities. Some examples below are experience during a holiday.

Our trip to the Blue Mountain



That text can be download from the internet but teacher must select it carefully, because sometimes the text do not have a complete generic structure, that will make a confusion on students. Another consideration is the difficulty level of the text. It can be seen from the choice of word, whether it is suitable to junior high school student or not. A professional teacher must consider some adaption to the text if it is not appropriate to their students. It can be develop by doing some revision and editing on the source of the text.

2. Preparing the media

Another preparation is about the media. Media is kind of tools in teaching and learning process that can help teacher to be easier in his/her explanation. Furthermore, using media in teaching and learning process really helps teachers. For this game, the important media needed are balloon and music. We can use the popular music for junior high school students that can be taken from "Justin Beiber album" such as baby, "One Direction album" such as they do not know about us, "Taylor Swift album" such as red and etc. It can attract students' attention and helps them to enjoy the learning process. Balloon will be used to do the game when the entire students ready to start the game and when the teacher plays the music until the music is stopped. Music will be played when the balloon pass around to another student until the game finish.

In applying crisscross game for teaching speaking, teacher should do some steps below: Teacher explains about what is the recount text, the structure of the text and the social function of the text. The teacher tells the students that the

recount text usually tells about someone's experience. So, the focus of the story is about anything happen to someone. Actually recount text involves the past events. So in recount text, it must be used the past tense. Then teacher gives some example of the text to the students, such as about holiday, trip, and experience about something.

The teacher discusses the content of the text with the students. It also involves pronunciation practice for words or phrases that related to the text. Discussing about the content of the text is for understanding and comprehends the content. Because for the next activity teacher will ask about the content of text as a speaking practice. For example, if the text is: our trip to the blue mountain (example 1).

Then the teacher uses crisscross game based on the material above and explains about the rule of the game. There are two rounds for this game. The first round is for comprehending the text and starting to practice the way to express the past experience based on the text given. The second round is for practicing to express own past experience based on the example of the text on the first round. To do the game teacher will provides the students with some balloons and play the music.

Firstly teacher asks all of the students to stand up, and then teacher plays the music. While the music is playing the students pass a balloon to other students until music stopped by the teacher. When the music stops, the teacher asks the first student who hold the balloon to retell about the past event on the text they have been discussed. The question can be taken from what the teacher has prepared before, students will take turn in answering the question until nobody left.

The second round, teacher asks the student to tell their own past experience that may be similar with the topic discussed that day. To do the second round, teacher plays the music again and passes the balloon like at the first round until one is left.

Based on the discussion above, it can be believed that crisscross game is useful to improve the students' speaking ability at junior high school because the procedures of this game are easily to be followed and understood by the students. So, the teacher can apply crisscross game to help students in learning English speaking.

C. CONCLUSIONS AND SUGGESTIONS

Using Crisscross game in teaching speaking will help the students to find their ideas about what they are going to speak. In applying crisscross game for teaching speaking, teacher should do some steps below:

First, teacher explains about what is the recount text, the structure of the text and the social function of the text. The teacher tells the students that the Recount text usually tells about someone's experience and recount text involves the past events.

The second, teacher discusses the content of the text with the students. It also involves pronunciation practice for words or phrases that related to the text.

Discussing about the content of the text is for understanding and comprehends the content.

The third, teacher uses crisscross game based on the material above and explains about the rule of the game.

There are two rounds for this game. The first round is for comprehending the text and starting to practice the way to express the past experience based on the text given. To do the game teacher will provides the students with some balloons and play the music. Firstly teacher asks all of the students to stand up, and then teacher plays the music. While the music is playing the students pass a balloon to other students until music stopped by the teacher. When the music stops, the teacher asks the first student who hold the balloon to retell about the past event on the text they have been discussed.

The second round is for practicing to express own past experience based on the example of the text on the first round. The second round, teacher asks the student to tell their own past experience that may be similar with the topic discussed that day. To do the second round, teacher plays the music again and passes the balloon like at the first round until one is left. And that student who is left is the looser because he or she cannot answer the question from the student retell before. The looser will be punished. This game can be done by rotation.

It is suggested to the teacher to use this game for the students that are familiar with recount text or have already learned about it. Therefore, teacher can focus on helping the students finding, organizing and delivering the ideas into the text. Hence, teacher only needs to recall what the students have learned about recount text. Then it is hoped that the students will initiate to speak more because they have already familiar with that kind of the text.

Note: This article is written based on the the writer's paper under the supervision of his advisor, Dra. An Fauzia Rozani Syafei, M.A

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