



USING “ALIBI GAME” TO TEACH ORAL RECOUNT TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstract

Speaking skills in learning is a priority for teaching English of foreign learners. Most of students still have difficulties in speaking English related with the correct forms and rules of grammar and tenses, so that the appropriate technique of teaching and learning is needed to solve the students' problems. "Alibi Game" is a game which aimed to improve students' speaking ability, especially in telling the chronological event in oral recount text. In implementing this game, at the beginning of the lesson, the teacher has to introduce the topic that will be learned. The teacher then explains the material about recount in general before getting into the game. Alibi game has 3 parts that help students' problems in oral recount. They are discussion, interrogation and conclusion parts. The process of the game requires students to tell in past tense which is the language feature of recount.

Key words: alibi game, Recount

A. INTRODUCTION

Speaking is an interactive activity that involves the process of constructing and transmitting meaning through producing, receiving and processing information. It implies that speaking deals with the ability to proceed messages and information so that the utterances produced are appropriate with the context of the conversation. Richard (2008:23) argues that speaking is an important aspect in language learning that enables the students to communicate each other, not only in expressing their view points but also in giving responses. It means that, having a fluent English speaking ability is a very important thing for the students to be achieved.

Referring to 2013 curriculum in English language teaching program, there are many kinds of text that need to be learned by the students of Senior High School. One of them is oral recount text. Most of students find it difficult in telling recounts. They might know about recount text, but they are not able to retell their experiences or events in a correct form. This phenomenon is usually caused by the students' lack of understanding about grammar, lack of vocabulary mastery, and they find it difficult in pronouncing the correct words.

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There were some researchers which had been conducted related to the teaching recount text. One of them is Siswita and Al-Hafizh (2014) which was conducted the “Reading-Writing Connection Strategy” in teaching writing recount text. By looking at these problems, a new technique in teaching and learning spoken recount text is needed. The technique chosen was ‘alibi game’. By using this game, the students would practice using past tense in telling their alibi. They will be curious and have an enjoyable way in learning recount text because they are expected to be able to practice telling recount fluently.

B. DISCUSSION

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. The ability to use the language reflects one’s successfulness in speaking class. This success appears when the students can use the English language appropriately to tell their own ideas, feeling, thought and intention in a form of monologue or dialogue, so that they will be able to express their own purposes and make a conversation with others.

Recount text is one of the text studied by senior high school students. According to Derewianka cited by Josh (2006:5) she says that the social function of Recount text is to retell past event or something which happened in the past. The purpose of this text can be only to inform or even just to entertain. Derewianka (1990:14) also defines recount as the unfolding of a sequence of events over time and the purpose is to tell what happened. It sets the scene of the orientation, events, and reorientation as chronological order.

According to El-Shamy (2006:16), game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win. So that, as a technique of speaking, game is one of the appropriate instruments that can be used to improve students speaking ability since it can stimulate their thinking in a process of learning. Moreover, one of the games that can be used in teaching oral recount text is the Alibi Game.

According to Wheatley (1953),

“alibi game is highly detective game in which a murder has taken place and one of six infamous criminals must be to blame. The players are detectives and move around a map of Britain and in various towns get to look at one of the cards which may help provide an alibi for one of the suspects, advanced the investigation further or merely cause a delay. When enough information has been gathered a player can race back to the town the murderer is in and arrest him to win.”

<https://boardgamegeek.com/boardgame/97838/alibi>

In this game, some students become police and some others become suspects. Bromley and Musser (1993 : 3) state that alibi game is a game that shares some similarities with clues, but adds some other questions to the mix, like what time of day did it happen, and what was the killer’s motive. In addition, according to Anglo Centres (2010:2), alibi game has become a classic role-play for practicing Past Simple and Past Continuous form. Antoni et al (2013 :2) state that Alibi game is a game which is appropriate to solve problems in teaching

recount text since recount and alibi game have some similarities. “Alibi Game” is not a new game and usually played by the teenagers of Western people at the end of dinner party activity. Besides, in the classroom situation, this game can be an alternative game to be applied when the teacher wanted to teach recount to the students.

The implementation of this game as a technique of teaching speaking will be discussed as follows :

a. Preparation

Before starting to teach, the teacher should do some preparation, so that teaching and learning process will run well. The teacher needs to prepare the lesson plan about recount based on the syllabus. Lesson plan will help the teacher to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning process. The teacher also has to prepare the material that is going to be taught because material is a fundamental component in teaching. The material should be appropriate with the students’ level, knowledge and situation and it should motivate the students and suitable with curriculum. In implementing Alibi Game in the classroom, the teacher has to prepare the material about recount text in teaching learning process. At the beginning of the lesson, the teachers might present the recount text by using Power Point Application. The pieces of card are also needed in this game. In the cards, there will be a background information of the crime.

b. Procedure

Before playing the game, the teachers need to explain about recount text in general, its generic structures, and language features of the text . The students might ask questions to the teacher related to the material that they do not understand enough. After that explanation, There will be four steps that the students have to go through this phase:

1. The teacher explains to the class that they are going to play an alibi game. The teacher divide a class into four groups and each group consists of 5 until 7 students. Everyone will get their own rule in the game, where two students in each group will become the suspects while others become the police. The teacher will give them the background information of the crime through the cards. Two cards in one group, one for the police while the other for the suspects in each group.

2. In this step, the teacher have to tell the students about the role of the suspects and the polices. Each group will point out two students to be the ‘suspects’. Choose the most confident students who do not mind being suspected of a crime. Actually they have to think of one story and construct an alibi showing that they were together at another place at that time. The stories must be identical. If the stories are not the same, they are guilty. The suspects must leave the room or stand on the corner of the class and carefully prepare their alibi (what they were doing during the time the crime was committed). Meanwhile, the rest of the class acts as the police, and what they are going to do is to interrogate the suspects.

3. This is the interrogation part, where the teacher explain to the class that they need to collect information from the suspects about what were they doing

when the crime happened and tried to find any relevant information. This stage is a mingling activity with students who takes a role as a police asking questions and collecting information from the suspects. The teacher needs to monitor the language used at this point and correct where necessary. The suspects answer the questions asked by the police. The way they do this is by interviewing each of the suspects separately and then comparing the stories to see if they match. To start this off, in their groups they need to write down a series of questions they're going to ask the suspects. Before going through this phase, the teacher should provide an overview about the possible questions, answers, and conversation that might occur between the suspects and the police.

Example questions:

Questions asked by the police	The possible answers by the suspects
Where did you meet?	We met at the (restaurant/ hotel/ bank)
What did you do after the restaurant?	We went to the (movie/market) We played a game
What was the movie?	It's the action movie (Three days to kill) It's a romance movie (Twilight/ The fault in our stars)
What was Clara wearing?	She was wearing a purple dress She was wearing the black pants
What were you doing at that time?	I was eating lunch I was playing in my friend's house
What did you talk about?	We talked about (school, work, family).
Who else did you see?	I saw my friend's father I saw the man in black with mustache I saw my brother there
How long did you stay ?	I stayed about hours I stayed there along the day I stayed a night
How did you get there?	I got there by bus I got there by my own motorcycle I got there by foot
What does she look like?	She is tall, with red hair

The example of background information on the card:

Yesterday, between 3 until 5 p.m, someone stole the secret files from the bank office. The police suspects James Bond and Mr Bean. The police is interviewing James Bond. When the police interviews Mr Bean, will their stories be the same? Can he catch them out?

The possible conversation between the police and the suspect

The police : What were you doing yesterday?
James Bond : I spent the whole day with my friend Mr Bean.
The police : I see What were you doing at 12 o'clock?
James Bond : I was having lunch.
The police : Where did you have lunch?
James Bond : I had lunch at a Chinese restaurant.
The police : What did you eat?
James Bond : I ate chicken.
The police : I see ... what did you drink?
James Bond : I had an orange juice.
The police : Who paid?
James Bond : I did.
The police : What were you doing at 2 o'clock?
James Bond : I was playing football.
The police : Where were you playing football?
James Bond : In the park.
The police : What were you doing at 3 o'clock?
James Bond : At 3 o'clock I was watching a film at the cinema.
The police : What did you see?
James Bond : I saw “Cinderella”.
The police : What were you doing after going to the cinema?
James Bond : I went home at 5
The police : What were you doing at 8 o'clock?
James Bond : I was having dinner.
The police : Where did you eat?
James Bond : In an Italian restaurant.
The police : I see.... Thank you, you can go. Send in Mr Bean.

They should use past tense for them to tell their activity in the past. Once the groups are thoroughly prepared, after ten until fifteen minutes, call one of the students back into the classroom for ‘interrogation’, leaving the other suspect outside and take notes. After about five minutes of ‘interrogation’, the second student is called in and asked the same questions. The police must try to find holes in their alibi.

4. This is the conclusion part, where the suspects have been interrogated by the police, the students will use the information they have collected, the students who acts as police try to work out whether the two suspects found guilty or not. If the two stories of the suspect correlate, the suspects are innocent. At the end of the game, the students have to write up a report of what happened. They can also decide on an appropriate punishment for the suspects. The student from each group whom act as the police will stand in the front of the class or in groups as the representative of each group to announce their finding. The finding shows the chronological events to state whether the suspects involved or not in the crime. The re-orientation as the general structure of recount text will improve in

this conclusion part which showed the result of the game. The police can tell the event cronologically as well as recount.

For example :

Yesterday, between 3 until 5 p.m, the secret files has been stolen from the bank office by someone. The suspects of this crime are James Bond and Mr Bean. So that, we have interviewed them both seperately. Both of the suspects have the same stories and alibi which show us that they were together when the time the crime happened. The conclusion of the interview is :

“Yesterday, James Bond spent his whole day with his friend Mr Bean. They were having lunch at 12 o’clock at a Chinese restaurant near to the bank. They ate chicken and had an orange juice . James Bond paid the lunch. After that, they were playing football at o’clock. Then, at 3 o’clock they were watching a film at the cinema. In the cinema, they saw “Cinderella”. After going to the cinema, they went home at 5. After that, they were having dinner in an Italian restaurant at 8 o’clock. Finally after the dinner , they went home all together”.

Alibi game can solve the students’ problem in grammar. Here, the teacher can stimulate the students by providing them with some clues of past tense. The clues can be about the adverbs of time that commonly used in past tense. Then, the teacher made the clues in the board. The adverbs of time that often used in past tense are: *yesterday, the day before, ago, last week, last month, last year, the other day, in 1978, the day before yesterday* etc. The teacher also remains them to use past tense in order to retell the story, events and personal experinces that happen in the past. The teacher might also provided the students with the example of sentences in past tense. Then, the teachers have to ask the students about their past experiences to stimulate their thinking by using past tense completed with the adverb of time of past tense. For example: the teacher ask them “ What **did** you do **yesterday**?” the students can realise that they have to use past tense to answer that questions and they can answer the question directly. The students maight answer “ I **went** to the cinema **yesterday**”.

Some words from alibi game will enrich the students’ vocabulary. During the learning process, the might not know about the meaning of certain word. Then, the teacher would break down the word by defining the word, finding the synonym/antonym of the world if possible, and finally have the students make a sentence of the word.

Alibi game can help the students problem in pronunciation. The teacher can use the direct correction during the learning process. If the students pronounce English words with the wrong pronunciation, the teahers can show them the correct one. Since the writer focus on the speaking ability, the aspects of speaking can not be eliminated. The important part of recount is the chronological

event. Students must be able to tell the event or experience chronologically with the fluency and accuracy based on related event or story. Alibi game helped students to solve students’ problem in retelling the event or experience chronologically. Alibi game will be the great technique to be implemented in the classroom in order to reach the goal of learning oral recount text itself. Alibi game will guide the students to produce and tell the recount and the past experiences orally and fluently.

C. CONCLUSION AND SUGGESTIONS

Speaking is one of important skills that should be taught at school. One of the genres of spoken texts that should be learned by students is recount text. The teacher can encourage students to speak recount text by using the interesting techniques and strategies. Therefore, alibi game could be a good strategy in teaching oral recount text since it can improved students’ speaking ability and motivated them in the process of learning. Alibi game helped students to solve problems in generic structure of oral recount. This statement was proven by the process of the game itself. It also helped students to solve their problem in oral recount text, such as; the students’ lack of vocabulary, the difficulties in pronouncing english words, the students lack of idea, and the students lack of understanding about grammar, especially in using the appropriate tenses.

The teacher should know the alibi game exactly before applying the game in classroom. Alibi game related to the recount, so that the teacher needs to teach recount before applying the game, especially the language feature of recount and the importance of recount. Alibi game takes lot of time, it needs well time management of the teacher and the teacher need to control the class well in order to stay in the purpose of the game. Alibi game need a good group working. It needs the teacher attention to manage the class and makes each student to do their part well.

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