IMPROVING SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS BY USING TRUTH OR DARE GAME

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Abstract

Keywords:

A. INTRODUCTION

There are four basic skills that one should master in learning English. Speaking is one of the skills to be mastered by students in order to communicate in English. It is one of the ways to express ideas, thoughts, feeling, to share information, and to build social relationship. It means that, speaking is important for them to improve their ability to communicate orally by presenting their ideas in real life. Kosar and Bedir (2014)state that speaking is the core of language learning. There is an assumption that successfulness in language learning is discovered by accomplishing acquisition in speaking. Leong and Ahmadi (2017) explain that speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication will not exist.

Speaking, according to Harmer (2007), is the act at the real time. When people make a conversation, they will produce words at that time, and the interlocutor will directly respond. While speaking, people cannot revise or edit what they have spoken. It describes that speaking is directly speech language. Therefore, many people link the ability to speak with how good they are in English. Torky (2006) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is also defined as the ability to express something orally, coherently, fluently and appropriately in given a meaningful context to serve both transactional and interactional purpose using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoke language. Meanwhile, Based on Oxford Dictionary (2017), speaking is the action of conveying information

or expressing someone's feelings in speech. It means that speaking is the activity of delivering speech. Speaking is also the media of transaction between speaker and listener. Speaker sends message to the listener, and the listener responds to the information given by speaker. By constructing conversation with others, this activity gives an opportunity to share information and opinion, and to build good social relationship between speaker and listener.

Bahadorfar and Omidvar (2014) describe several reasons why English learners should learn speaking. First, speaking is used as crucial part of language learning and teaching such as ESL/EFL nowadays. Second, mastery of speaking is a priority for language learners. Third, proficiency in speaking is an instrument to evaluate learners second/foreign language acquisition. According to Richards (2008), there are some functions of speaking in human interaction. Interaction in speaking can establish and maintain social relationship among society. It also has function as a transactional device which focuses on exchanging the information. Moreover, he adds that speaking purpose can be speech for interaction, speech for transaction, and speech for performance. Each of these speech activities is quite distinct in terms of form and function.

Based on Bahadorfar & Omidvar (2014), teaching speaking expected the students to learn. First, produce English speech sound and sound pattern. Second, use word and sentence stress, intonation patterns and the rhythm of the second language. Thirdly, select appropriate words and sentences according to the proper social setting audience, situation and subject matter. Fourth, organize their thoughts in a meaningful and logical sequence. Fifth, use language as a means of expressing values and judgments. The last use the language quickly.

Truth or dare game is a mostly verbal party game requiring two or more players. Player is given the choice between answering a question truthfully, or performing a "dare", both of which are set by the other players. This game provides opportunities for students to learn while playing fun game in the classroom. Using game in learning English is very important in order to make students easily to understanding the material. Thota et al (2014) describe truth or dare game is the classic party game of embarrassment. A group of people take turns asking each other "truth or dare"? When someone chooses truth, they must answer the question truthfully regardless of how embarrassing it is. When someone chooses dare, they are given a task to complete. If they don't like the first dare they can choose to be given another dare but you must complete the second dare. You cannot dare someone to answer a question.

Related the idea above, Maribel (2007) states that game is an activity or sport involving skill, knowledge, or chance in which the learners follow fixed rules and try to win against an opponent or to solve a puzzle. In addition, Hadfield (1998) defines" A game is an activity with rules, a goal and an element of fun". It means that a game can progress the

students' skill and knowledge by using an activity in rules. A game also creates good situation in the classroom since it has an element of fun.

B. DISCUSSION

1. Teacher's preparation

In order to have a good preparation, the important thing that teacher should prepare is the lesson plan which consists of core competence, basic competence, indicators, objectives, learning material, learning model, teaching and learning activity, media and evaluation.

2. The Implementation of Truth or dare game on teaching speaking to senior high school students

In applying truth or dare game, the teacher divides the teaching process in three stages, they are pre teaching, whilst teaching and post teaching.

1. Pre- teaching activity

In pre-teaching activity, usually the teacher greets their students, check students' attendance, and ask them whether they are ready to study or not. The teacher also needs to manage the classroom, and preparing the students' mental to receive the lesson, and also giving some questions which are related to the topic.

2. Whilst-teaching activity

In the stage, teachers explain the lesson and also apply the *truth or dare* game. This activity includes several steps: observing, questioning, experimenting, associating and networking.

a. Observing

Observing is activity where the students observe the information that has given by the teacher. There are various ways that teachers can use to give the information. One of them is showing a picture related to the topic. The students should see the picture carefully because it will give students prior knowledge about how to tell event. The teacher asks the students to see a picture and listen carefully when the teacher read aloud the text.

b. Questioning

The aim of this stage is to give an opportunity for students to ask about what they have seen in observation stage. In this stage, students can ask the questions that they have not understood from the pictures observed before.

c. Experimenting

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 truth or dare game. Then, teacher separate students into six groups. Each of group consists of five students.

The topic 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 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 student get is about accident. Then students have to tell us anything about accident which was happened, why it happened, when it happened, and so on.

LOVE MONEY FAMILY PUNISHMENT FRIENDSHIP VACATION ACCIDENT
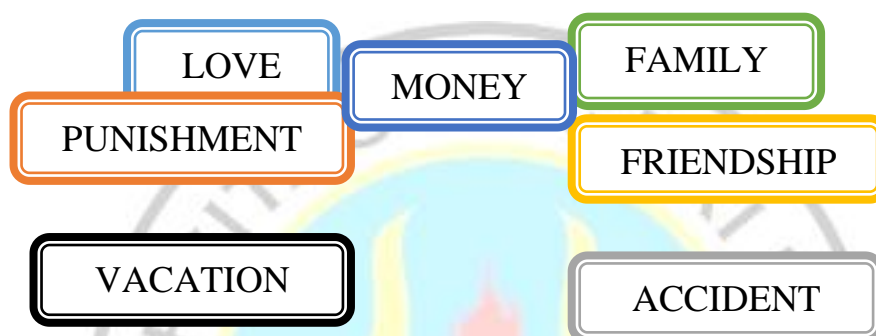
To begin the game, the teacher will choose one of the students randomly. Then, the teacher asks that student to present the introduction of his/her story. For example: Well I am from group two, I got the topic about vacation. Then the other students have to ask the presenter about the topic that he/she presented.

d. Associating

In this stage, the teacher asks the students to find information about the event. Then, the teacher asks the students to find some topics related to the occurrences that have been experienced by students. after that, student d order re-practice by using game that has been taught.

e. Networking

In this stage, the students' performance and discussion is evaluated. The teacher asks the student some questions to check their understanding about the material by using truth or dare game. 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, and what the language features of recount text". Then, the students answer directly.

3. Post teaching activity

At the end of the lesson, students and teacher conclude about the lesson. The teacher can also give additional information. In addition teacher gives students homework as their task to remain what they have learnt. On the other hand, it will make them become better to the students need a lot of practice.

C. CONCLUSION

Speaking is one of the foremost language skill that quite difficult for students. The students may have some difficulties related to the lack of participation, inability to express opinion, and low motivation in speaking. Based on the curriculum of 2013, the primary purpose of teaching English is achieving communicative competence. As a result, Senior high school student as the early-stage students should be able to speak and communicate in daily life using English language. One of the media that can be used in learning English is "Truth or Dare game". This game can be used as pedagogical tool for teaching activity to stimulate students to active in game and to learn unconsciously through game.

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