

THE IMPLEMENTATION OF LOST IN A JUNGLE GAME TO TEACH SPEAKING OF AGREEMENT AND DISAGREEMENT EXPRESSIONS TO THE EIGHT GRADERS OF SMPN 1 MADIUN

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Abstrak

Dalam mempelajari Bahasa Inggris, berbicara merupakan ketrampilan yang paling penting untuk bisa berkomunikasi dengan para native speaker. Dengan memberikan kesempatan lebih untuk menyampaikan pendapat dan ide, para siswa diharapkan untuk bisa memotivasi diri untuk mampu berbicara dalam Bahasa Inggris. Salah satu usaha yang bisa dilakukan oleh guru adalah menerapkan permainan di dalam kelas. Permainan merupakan salah satu tehnik yang dapat memotivasi siswa dalam proses pembelajaran di dalam kelas. Permainan Lost In A Jungle merupakan sebuah permainan simulasi yang dapat mengaktifkan kemampuan berbicara siswa. Item bahasa yang diaplikasikan dalam permainan ini menggunakan ekspresi agreement dan disagreement. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Subyek dalam penelitian ini adalah siswa kelas VIII F di SMPN 1 Madiun. Instrumen dalam penelitian ini adalah tabel observasi dan rubrik ketrampilan berbicara. Data dalam penelitian ini adalah hasil observasi dan deskripsi nilai ketrampilan berbicara siswa yang dikumpulkan selama proses pembelajaran di dalam kelas. Setelah observasi dilakukan, peneliti mendeskripsikan hasil observasi dan nilai ketrampilan berbicara siswa.

Kata Kunci: Permainan *Lost In A Jungle*, ketrampilan berbicara, ekspresi *agreement* dan *disagreement*

Abstract

Speaking is the most important skill because the aim of learning English is to be able communicate with speakers of that language. By giving more opportunities to speak, students are asked to encourage themselves to speak in English. One of the teacher's efforts is implementing the game since games can motivate students in learning process. *Lost In A Jungle* game is a kind of simulation game that can activate students' speaking ability. The language applied in this game uses the expressions of agreement and disagreement expressions. This research is a descriptive qualitative research. The subject is VIII-F class of SMPN 1 Madiun. The researcher uses observation checklist and students' performance score from rubric of speaking proficiency as the instrument. The data are obtained from the observation during the implementation of Lost In A Jungle game and students' performance score. After being observed, the researcher described two findings. the observation result from the implementation of Lost In A Jungle game that the teacher had done and the students' speaking ability are adressed.

Keywords: *Lost In A Jungle* game, speaking, agreement and disagreement expressions.

INTRODUCTION

Background of The Study

English has an important role in education related to its function as an international language used widely for communication between people in the world. According to Ur (1996) as cited in Zhang, Y. (2009) from all the four skills (reading, writing, speaking, listening), speaking is the most important skill because the aim of learning English is to be able communicate with speakers of that

language. Learning English is not only about learning vocabularies and grammatical rules but also about practising speaking of that language in the daily life. By giving more opportunities to speak, the students are expected to encourage themselves to speak in English.

Speaking is one of the skills that can make the students frustated. Since English is not a primary language in Indonesia, the students are afraid to speak in English. There are some reasons why the students are difficult to speak. Those are because of the lack of vocabularies, the

weakness of pronunciation, the limitation of expressions, and the feeling worry of making mistakes in speaking. It is supported by Zhang (2009), that the students have to master on some microskills. Those are unfamiliar vocabularies with its difficult pronunciation and appropriate use of formal and informal expressions. In line with Zhang, Larsen (2000) also purposes that anxiety becomes the main factor why the students do not use the full mental power they have to perform in L2. The junior high school students need to be motivated to speak up in the classroom.

The junior high school students have some problems in speaking English class. First of all, they are not familiar with English since their first language is Bahasa Indonesia. Second, according to Harmer (2007), the junior high school students tend to have less attention and indiscipline. Those two problems need to be solved to create a successful speaking class.

A successful speaking class can be achieved when the material needed is delivered through suitable technique for students. It is supported by Harmer (2007), the teacher has to build a connection between what students want and what teacher has to teach. Designing material which the students can react to and appropriate with their level are important things to avoid an unsatisfactory class. The students have to be encouraged to respond topic and situation with their own thought and experiences.

There are many ways in learning and practicing English. One of the teacher's efforts is giving a certain technique that is suitable for the students. Game is one of techniques which is acceptable for the students. Game seems appropriate for the students because it is motivating, it delivers excellent communicative activities and it can be a powerful language learning tool. According Ersoz (2000), games are highly motivating because they are entertaining and engaging. In line with Ersoz, Chen (2005) states that beside creating meaningful context for language use, games can reduce anxiety and increase motivation. When the students play games while they are learning English, their creativity and spontaneous use of language will be encouraged.

Considering which game that can be used for teaching speaking is required for the teacher. Game will be benefit for the students if it relates to the syllabus and the material needed. "The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun" (Hong, 2002).

In this research where speaking of agreement and disagreement expressions are implemented, the researcher will observe the implementation of Lost In A Jungle game. This game is created by Nikanjam (2002). Lost In A Jungle is a kind of debating game with the informal rules. There are some reasons why Lost In A Jungle game

is appropriate. First, the game relates to the basic competence of junior high school for eighth graders on second semester, the expressions of giving agreement and disagreement. Second, it emphasizes spoken rather than written form. The debate will activate students' speaking skill. Third, it creates fun atmosphere. The game decreases students' anxiety. The competition will encourage the students to speak up. Therefore, the researcher is going to conduct this study to obtain empirical evidence about the implementation of Lost In A Jungle game for teaching speaking.

The researcher formulates the research question as follow: (1) How is the implementation of Lost In A Jungle game to teach speaking of agreement and disagreement expressions to the eighth graders of SMPN 1 Madiun? (2) How is the students' speaking ability toward the implementation of Lost In A Jungle game?

Literature Review

Speaking

Speaking is one of English skills which belongs to productive skills because the students have to produce language by themselves. Nunan (2003) states that speaking is verbal communication. It is the literary to express the ideas or feelings in spoken words. In line with Nunan, Brown (2003, p. 140) also states that speaking is the result of the way in which the words in a sentence or phrase are arranged from linguistics structure. It is based on how the speaker makes choices of lexicon, structure, and discourse. It can be concluded that speaking is the process of expressing ideas to communicate orally and meaningfully using words in a particular language.

There are some elements which are needed to communicate correctly and meaningfully. Pronouncing phonemes correctly, using appropriate stress and intonation patterns, and speaking in connected speech are needed to be able speaking English correctly. Pronunciation is an important element before the students go on to speak. Harmer (2007, p. 248) states that pronunciation can make students aware of different sounds and features. In line with Harmer, Zhang (2009) states that correct placement of stress and intonation are needed to give the clear information to the listener. Pronunciation help allows students to understand in English oral communication.

Beside pronunciation, according to Harmer (2007, p. 343), there are some important elements of speaking. They are different speaking events; conversational strategies; and functional language, adjacency pairs, and fixed phrases.

Teaching Speaking

Teaching speaking for adult young learners sometimes can be difficult. Teacher has to create a simple and meaningful class in order to get students' attention. According to Brown (2001, p. 267), there are some considerations in teaching oral communication. Those are: (1) Conversational Discourse, (2) Teaching Pronunciation, (3) Accuracy and fluency, (4) Affective factors, and (5) The interaction effect.

Technique of Teaching Speaking

According to Brown (2001, p. 271), there are several types of teaching speaking techniques in the class. The techniques are: (1) Imitative, (2) Intensive, (3) Responsive, (4) Transactional, (5) Interpersonal, (6) Extensive.

Game

Game is a fun activity that people do for their pleasure. Game is also one of techniques which is acceptable for students. According to Alrabaa (1991), game provides students with opportunities for active participation in speaking English.

Tyson as cited in Mei & Yu-Jing (2000) states several characteristics game which are suitable to be used in speaking class. Those are:

1. A game must be more than just fun.
2. A game should involve "friendly" competition.
3. A game should keep all of the students involved and engaged.
4. A game should encourage students to focus on the use of language rather than on the language itself.
5. A game should give students a chance to learn, practice, or review specific language material.

Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying. According to Wright, Betteridge, and Buckby (2006) a game has several advantages. Those are: (1) Language learning is hard work, (2) Experiencing language, (3) Repeated use of language items (4) It is central to learning.

Game is distinguished based on its type. According to Aarseth (2003). There are three dimensions that characterize every game of this type:

1. Game-play (the players' actions, strategies, and motives)
2. Game-structure (the rules of game, including the simulation rules)
3. Game-world (fictional content, topology/level design, textures etc.)

Lost In A Jungle Game

Lost In A Jungle game is one of game that can be used to practise speaking for students. This game is introduced

by Nikanjam (2002). The type of this game is game-structure because it has rules, including the simulation rules.

Lost In A Jungle game stimulates students to activate their speaking ability. The simulation of being lost in a jungle and how to survive and to rescue inspire students' creativity to have an arguing. The language applied in this game uses the expressions of agreement and disagreement expressions. The students will use the language items continually during the game. Based on how the students practise the use of language items, it can be concluded that this game belongs to imitative or drilling technique.

Agreement and Disagreement Expressions

The material taught where Lost In A Jungle game is applied is the agreement and disagreement expressions. According to Badan Standar Nasional Pendidikan (2006), asking and expressing agreement and disagreement are one of basic competences for eighth grader of junior high school on the first semester.

- Asking agreement:
 1. Do you agree with me?
 2. Do you think so?
- Agreement expressions:
 1. I agree with you
 2. I absolutely agree with you
 3. That's just what I think
 4. I think so
 5. I think it's a good idea
- Disagreement expressions:
 1. I don't agree
 2. I don't think so
 3. I refuse to believe that...
 4. I think it's not a good idea
 5. No way

The Implementation of Lost In A Jungle Game to Teach Speaking

The teaching and learning activities are described as follow:

- Pre activity:

Before starting the main activity, the teacher greets the students and checks students' attendance list. Brainstorming activity should be done to suggest a lot of ideas for possible development of main activity.

- Whilst activity:

The teacher introduces the game to the students. Introducing what the game is, the rule of the game, and the function of the game. Those are the procedures of the game:

1. The Lost In A Jungle game consists of at least six until fifteen students.
2. They are divided into two groups.
3. They are supposed to be lost in a jungle.

4. Teacher, as a facilitator, provides 8 items that may be needed during the trip.
5. Students' job is to make a list of items from the most important one to the less one. In this study, there will be 3 cases in three meetings. The first case is arguing about survival. The second case is arguing about foods. The third case is arguing about rescuing.
6. Then, each group is arguing each other to defend their opinion.
 - Post activity

The teacher, as the moderator of the game, review the material. Review the error sentences used by the students. After finishing the activity, the teacher asks the students to learn the next material at home.

While two groups are arguing each other using agreement-disagreement expressions given to them before to defend their opinions, they will spontaneously speak in English to get better score. During this game, the class will be noisy. The consistency of the rules is really important. Teacher as a facilitator also has to manage the classroom.

Previous Study

There is a previous study that related to this research. The previous study is Rosyidah (2011) who conducted the study of debate to activate speaking skill of senior high school students. The result of this classroom action research showed that the implementation of debating activity could possibly activate the students speaking skill, eventhough the result influenced only in a few aspects of the students' speaking skill.

The previous study has similarities and differences from the recent study. There are some similarities. Both previous study and the recent study discover empirical evidence about using debate and game technique to teach speaking. But there are some differences. First, the recent research will use informal debate game that named Lost In A Jungle game. This game is different from formal debate that was used in the first study. Second, the recent study delivers the material through game. While previous study used debate technique, the recent study will use Lost In A Jungle game and will focus on agreement and disagreement expressions. Therefore, the data in this study will analyze descriptively to explain some phenomena which occur during the observation.

RESEARCH METHODOLOGY

This chapter describes the steps taken to conduct the study. The description involves research design, subject, setting, data of the study, data collection technique, and data analysis.

This study used a descriptive qualitative research. The subject of this study were the teacher and the eighth graders of SMPN 1 Madiun. The setting of the study was SMPN 1 Madiun which is located on Jalan Kartini 4 Madiun. The researcher collected the data through some instruments. The instruments were observation checklist and students' speaking rubric performance from Oller's rubric of speaking proficiency. The first data was observation result which was taken from observation checklist. The second data was the result of the students' speaking score which was taken from students' speaking rubric performance.

RESULT AND DISCUSSION

This chapter contains the description of the data obtained. The researcher will describe the data from the daily observation and assessment which show the condition of the class and the students' speaking ability during the implementation of Lost In A Jungle game. The data obtained from the observation checklist and the students' speech were analyzed based on the criteria of each aspect in the Oller's speaking proficiency measurement.

Results

The research was conducted in three meetings. Here, the researcher described the results based on the observation checklist and students' speaking score. The researcher divided the results into two chapters. The first chapter described the implementation of Lost In A Jungle game to teach speaking of agreement-disagreement expressions to the eighth graders of SMPN 1 Madiun. The second chapter described the students' speaking ability toward the implementation of Lost In A Jungle game.

The Observation Results of Lost In A Jungle Game Activity

During the research, the observation was conducted by the researcher through data observation checklist. The researcher observed directly while the teacher was implementing Lost In A Jungle game. The observation was done in three meetings.

1. The First Meeting

The first meeting was done on April 9th 2013. Here, as the pre class activity, the teacher checked student's attendance list and gave a brainstorming. It was used to suggest a lot of ideas for a possible development of main activity.

In the whilst activity, the teacher stimulated the students about related material before starting the lesson. Then, the teacher reviewed the agreement and disagreement expressions because the material had been taught in the first semester. After that, the teacher introduced the Lost In A Jungle game as a speaking activity to the students.

The teacher introduced the rules, the topic, and language features related to Lost In A Jungle game. She also influenced and encouraged the students to be creative and free to speak. Before starting the game, she checked students' understanding by giving the opportunity to ask some questions related to the game.

Lost In A Jungle game was a simulation speaking game. Before playing the game, the students were divided into two groups. Each group consisted of 15 students. These two groups were supposed to be lost in a jungle, to be survivors. There were some items which were used to survive in the jungle. What those two groups had to do was deciding on 5 items on the list which seemed essential to all of them. The teacher gave 10 minutes to discuss what the important items to be chosen.

The teacher explained to the students that the game was used to activate students' speaking ability. She told the students to play the game during the next three days. Each day had a different topic and condition with different items.

Here was the case of Lost In A Jungle game in the first day:

"You wanted to go abroad by plane. Suddenly, you had an accident. Your plane fell down in the jungle. You were safe from the accident. It is a tropical forest where trees and plants grow very closely together. The jungle receives a lot of rain. There are many wild animals."

The available items for the game:

1. 50 meters of nylon rope
2. Hanger
3. Blanket
4. Tent
5. Knife
6. Matches
7. Petrol
8. Alcohol

The teacher had prepared the condition and 8 items that left in the plane. By considering the condition, each group had to choose 4 items that seemed the most important things for them. Since the different student had different idea, how to persuade the opponent to agree with the statement by giving a good reason was the main goal of this game. The group which had the biggest point would be the winner.

The first topic was survival. After having discussion, the students started the game by doing 'stone-scissor-paper' to decide who gave the first argument. The game ran smoothly. The students were interested in the topic though they struggled to give the opinion. They argued and convinced each other.

During the game, there were still many students who made the grammatical mistakes. The unclear pronunciation also made the conversation did not run

well. Limited vocabularies that students had prevented the students to deliver the argument. Most of students did constant repetition while they were speaking.

While playing the game, the students in each group practiced conversation by using the expressions of agreement and disagreement in conversation. Here is the phrase of conversation during the game. Group A delivered the argument first. The first speaker of group A chose a tent as their first important item.

The first speaker of group A:

"Okay, our first important item is tent. Because we can use tent to keep and protect us...nggg...like house."

The first speaker of group B:

"I am disagree with you. Our first important item is knife. Knife can be used as nggg...senjata..oh weapon to kill wild animal and to chop the tree or the branches. How can you make a tent if there is no space in the jungle? The trees are grow closely, so you need to chop some trees or...ranting itu apa bahasa inggrisnya. Oh branches? And branches using knife to make a space and build the tent. Thank you."

Then, group A could not give the reasonable reason to the group B because their argument had been rejected. The reason of group B was more logical than group A. Therefore, group B got one point. Then, group B delivered the opinion related to the second item.

Here the second speaker of group B:

"Our second item is tent. After cleaning the bushes or chopping some trees, we build a tent to keep us from cold air and from wild animal. It is like house."

The second speaker of group A:

"Our second item is hanger. The hanger can make become a weapon by change the structure."

The second speaker of group B:

"I disagree with you. How can you use the hanger as a weapon? We have knife in the first item. Why don't you choose knife first? Without changing its structure knife is ngg...lebih tajam itu apa, oh more sharper than hanger."

Group A, at that time, could not give the appropriate argument back. Therefore, group B got one point more. The game continued until the end.

During the game, some students were enthusiastically discussing the material needed whilst the others kept silent. Mostly, those who had no willingness to speak were afraid of making mistakes. What they did was only giving opinion in Bahasa Indonesia. They were not familiar with English.

In the end of the game, group B was the winner. After conducting the game, the teacher appreciated the students by giving applause. Though there were many mistakes done during the speaking activity, it did not make students gave up. Then, the teacher corrected pronunciation errors, sentence constructions, and the use of the language.

In the closing activity, the teacher, as a facilitator of the game reviewed the whole material. The teacher also discussed the grammatical rules which students had done after playing the game. Then, the teacher asked the students to learn the material deeper and practise speaking more with the correct grammar and sentence.

2. *The Second Meeting*

The second meeting was done on April 11th 2013. Before starting the lesson, the teacher checked the student's attendance list. As a warming up activity, the teacher gave a review related to the students' experiences about arguing with their friends.

In the main activity, the teacher introduced the case of game that would be played. The game and its rules were the same but used different case. The case was how to make food to survive in the jungle by using the things left in the plane.

Here was the case of Lost In A Jungle game in the second day:

"You wanted to go abroad by plane. Suddenly, you had an accident. Your plane fell down in the jungle. You were safe from the accident. Now, you are hungry and thirsty. What should you do? There are 7 items left in the plane. You must choose only 4 important items to make your own food and drink.

The forest is in dry season. It is near the sea. There are many wild animals and no many plants. Only mangroves and coconut trees are over there. You have to make your own food using these available items"

The available items for the game:

1. 1 Gallon
2. 3 Arrows
3. Alum (tawas)
4. 1 Small pack of matches
5. 1 Pan
6. 50 metres of rope
7. Frying oil

First of all, the students sat down based on their group on the previous day. But, in this day, the students sat down on the floor. It made the students easier to discuss rather than to sit on the desk.

After discussing the arguments, group A gave the argument first because this group lose 4-3 points to group B. Different from the first topic, this second topic made the students more active to give their opinions. The game was more interesting than the first day. They argued and convinced more each other.

In the second day, the students delivered the arguments by using the agreement and disagreement expressions better than in the first day. The arguments were also more creative. But, in some arguments, the students were out of control. The teacher reminded about the rules and corrected the students' errors.

While playing the game, the students in each group practiced the expressions of agreement and disagreement in conversation. Group A delivered the argument first. The following paragraph presented the conversation during the game between Group A and Group B. It started from the first speaker of Group A.

The first speaker of Group A:

"We choose fifty meters of rope...(silent)..because rope is can important. We can use for take the fruits and for many things."

The first speaker of group B:

"I don't agree with group A, because can't catch the fish with a row...with a row..eh with rope. Because the rope is slip. Licin mam."

The second speaker of group A:

"I dont agree with you because we can make a trap with a rope and can catch the food, catch the fish."

The second speaker of group B:

"I don't agree with you. Because it more affective if you use row, eh rope. It fast. It fast more than the rope. The row also to hunt the animals."

Group A, at that time, could not give the appropriate argument back. Therefore, group B got one point more. The game continued until the end.

In the end of the game, group B was a winner. This group won 3-1 point to group A. As the closing activity, the teacher reviewed the material and corrected the errors done by the students.

In the second day, the students' ability of speaking had better score than previous day. The mistakes did exist. But different from the first meeting, the students showed a willingness. Giving more motivation to the students was necessary to practise speaking more.

3. *The Third Meeting*

The third meeting was done on April 12th 2013. This was the last day of the implementation of Lost In A Jungle game. In the pre class acitivity, the teacher checked student's attendance list and motivated them to speak up more.

In the whilst activity, the teacher introduced the new case that was different from the first and the second day. The case of Lost In A Jungle game on the third day was rescuing. It was about how to rescue and to find the way home. She asked to the students whether the topic might be experienced by the students or not.

Here was the case of Lost In A Jungle game in the third day:

"You wanted to go abroad by plane. Suddenly, you had an accident. Your plane fell down in the jungle. You were safe from the accident. Now, you have to rescue yourself and your friends and find the way home. It is a tropical jungle where trees and plants grow very closely

together. The jungle receives a lot of rain. There are many wild animals. It is far from the sea.”

The available items for the game:

1. Matches
2. Money
3. Blanket
4. Knife
5. 50 meters of nylon rope
6. Cellular phone
7. Tent

The students sat down on the floor based on the group on the previous two days. They discussed the arguments that would deliver in the game. They also asked some grammatical features to the teacher.

After discussing for 10 minutes, the students were ready to play the game. Group B as the winner on the previous day delivered the first argument. Then, group A argued the statements from the group B. It continued till the end of the game.

The arguments from group A and group B were more creative and interesting than in the previous two days. The English proficiency they used were also increased. They tried to learn how to speak better than before. Here are the students' statements

The first speaker of group A:

“The first item choose by us is cellular phone. We can use the...the application in the phone to find the way home. It's not a google map but it's compass. Compass is not need internet connection, so we can use that.”

The first speaker of group B:

“I am sorry. I disagree with you. How can you use the compass if you don't have the map or you don't know the right direction? It will be useless. Our group choose knife first to clean the bushes or chop the trees to find the way. After that, we try to find the village near the jungle. Then, we use money to pay people there to carry us home or to the city.”

The second speaker of group A:

“No, I disagree with you, group B... (silent).. Although it will take time..mmm..yang lama tapi kita bisa balik lagi.. we can still using compass to walk back if we...apa..nyasar..mmm..don't find the way home.”

The second speaker of group B:

“I am sorry. I disagree with you, group A. Knife is too small to chop the trees. It also will be take more time. We use compass to help us find the way home and the second item is matches. We will using matches to burn some money and many things that left in the plane to make..panggilan darurat..mmm...SOS.”

There was still a domination from those who had a good speaking ability. But, the students who had low speaking ability still spoke without any feeling of anxiety. All students involved the game although their

grammatical rules were imperfect. The game was full of new ideas.

In the end of the game, group A won 4-3 points to group B. As the post activity, the teacher reviewed the error sentences made by the students. She explained the correct sentences to the students.

The teacher implemented Lost In A Jungle game to teach speaking of the agreement and disagreement expressions to the students during three meetings in a week. Here, the technique emphasized spoken rather than written. The students were also given a chance to speak more without any pressure. The atmosphere of the class was fun and the students dominated the class.

The Results of Students' Speaking Ability

During the research, the student's performance score was collected by speaking rubric from Oller's rubric of speaking proficiency (Oller, 1979). The score was described in the form of words without using statistics to count. The score was collected in three meetings.

1. The First Meeting

The first meeting was on April 9th 2013. Based on the students' performance, mostly they were able to ask and answer the common routines or the familiar topics to them. They could also understand the simple questions and statements.

The following description are the result of students' speaking ability in the first meeting. The researcher took 4 students as the examples of the progress in the speaking ability. Those 4 students were student A, student B, student C, and student D. The sample students represented the speaking ability of the whole class in terms of accent, grammar, vocabulary, fluency, and comprehension.

1. Student A

“The first item is five...fifty meters of nylon rope. Because...is..apa..it's can..apa..handle a tent, and catch the fish, can..apa..catch fruits in the trees.”

✓ The sentence should be “The first item is fifty meters of nylon rope. Because it can handle the tend, help to catch the fish and fruits in the trees.”

In term of accent, student A was difficult to pronounce words. It required frequent repetition. In the grammatical aspect, she made constant errors in grammatical structures of her sentences. In the vocabulary aspect, her choices of words were sometimes inaccurate. Then, in fluency aspect, her speech was very slow and uneven except for short or routine sentence. In the comprehension aspect, she understood in only simple speech on common topics. It required constant repetition and rephrasing.

2. Student B

“I disagree with group A. Because the nylon rope is too small to..mengikat itu apa.. to handle the tend and to catch the fish. The first important item is knife, because

you can handle the animal attack, to kill wild animal, and you can search a food like fruit or you can..protect from the animal.”

- ✓ The sentence should be “I disagree with group A. Because the nylon rope is too small to handle the tend and to cathe the fish. Our first important item is knife. Because it can protect us from wild animals and it can help to pick the fruits in the trees.”

Student B’s accent had occasional misunderstanding. In the grammatical aspect, she made frequent errors in grammar that showed some major patterns uncontrolled and caused occasional irritation and misunderstanding. In the vocabulary aspect, her word choices were sometimes inaccurate. In the fluency aspect, her speech was frequently hesitant. She spoke nervously. Her sentences were often left uncompleted. Then, in the comprehension aspect, her speaking was understandable. She also understood to simplify speech directed to her with considerable repetition and rephrasing.

3. Student C

“I agree with group B. Because...ngg...wait, help miss”

- ✓ The sentence should be “I agree with group B. Because wait miss. I don’t know. I need help miss.”

Student C’s accent or pronunciation was frequently unintellegible. Then, in the grammatical aspect, his grammar was almost entirely inaccurate except in stock phrases. In the vocabulary aspect, his word choices were inadequate for even the simplest conversation. In the fluency aspect, his speech was often stop because of his anxiety to speak. In the comprehension aspect, he had low understanding. He understood for only the simplest type of conversation.

4. Student D

“Sorry I disagree with group B. I think the most important item is matches. Because we can make a fire,mmm..more..some wild animals. To protect ourself. It is our second item.”

- ✓ The sentence should be “I am sorry, I disagree with group B. We think the most important item is matches. We mean that it is the second item. Because we can make a fire to protect ourself from wild animals. “

In term of accent, student D frequently made errors in pronunciation and it caused difficult understanding. In the grammatical aspect, he made constant errors that frequently prevented communication. In vocabulary aspect, his choices of word were limited to basic common topics (time, food, transportation, family, etc.). Then, in the fluency aspect, his speech was slow and uneven except for routine or short sentences. In the comprehension aspect, he understood to simplify speech directed to him with considerably repetition and rephrasing.

2. The Second Meeting

The second meeting was on April 11th 2013. The result in the second meeting was almost the same as the first meeting. Based on the students’ performance, mostly they were able to make statements related to common objects. They could ask and answer questions on topics familiar to them. They also could understand simple questions and statements. But, there was an improvement. Their confidence was getting better.

There was an improvement in the second meeting. The students’ speaking ability had risen. Here, the researcher described the increasing score of student A, student B, student C, and student D, as the examples.

1. Student A

“We use rope because we reach the long distance, so we can catch with the rope...roponya kan dibuat circle like coboy, to catch the fish or another animal...yang lari itu apa..that want to run.”

- ✓ The sentence should be “We use rope because we need to reach a long distance. The rope will be made as a circle like many coboys do. It will be used to catch the fish or other animals that want to run.”

In term of accent, student A often made frequent errors, repetition, and caused difficult understanding. She made constant errors in her grammatical rules and caused occasional misunderstanding. In the vocabulary aspect, her choices of word sometimes were inaccurate and prevented discussion of some common professional and social topics. In the fluency aspect, her speech was very slow and uneven except for short or routine sentences. In the comprehension aspect, she was careful in understanding conversation with considerable repetition and rephrasing.

From the analysis above, it could be seen that student A’s speaking ability was better. The improvement was on grammar and comprehension aspect. The other aspects; accent, vocabulary, and and fluency; were still the same.

2. Student B

“I am sorry. I am not disagree with your statement. It more effective if you use arrow than rope. Arrow is more effective. Make a trap will take a long time. If you use arrow, it can be effective and you can catch the fish fast and the arrow also can be used to hunt the other animals.”

- ✓ The sentence should be “I am sorry. I disagree with your statement. It is more effective if you use arrow. Arrow is more effective than rope. Making a trap will take a longer time. If you use arrow to catch the fish, it can be more effective and faster. The arrow also can be used to hunt the other animals.”

In term of accent, student B’s pronunciation in the second meeting was still the same as in the first meeting. It required concentrated listening. Then, her ability in the grammatical rules had risen. She spoke with occasional errors that showed imperfect control of some patterns but

no weakness that caused misunderstanding. In the vocabulary aspect, she already had better choices of word. It was adequate to discuss special topics. In the fluency aspect, her speech was occasionally hesitant. She started to be confident while she were speaking. In the comprehension aspect, she quite well understood more complex speech directed to her.

From the analysis above, it could be seen that student B's speaking ability was better in the second meeting. The improvement emphasized on all aspects except fluency. Her fluency in the second meeting was still the same as in the first meeting.

3. Student C

"We choose fifty meters of rope...(silent)..because rope is can important. We can use for take the fruits and many things."

✓ The sentence should be "We choose fifty meters of rope. Because rope is important. We can use the rope to pick the fruits and many things."

Student C's speaking ability in the second meeting showed the same result as the first meeting. There was no improvement in his speaking. His pronunciation or accent was frequently unintelligible. It was not able to be understood. Then, in grammatical aspect, his grammar was almost entirely inaccurate except in typical or usual phrases. In the vocabulary aspect, his choices of word were inadequate for even the simplest conversation. In the fluency aspect, his speech was often left uncompleted because he was worried to speak. In the comprehension aspect, he had low understanding. He understood for only the simplest type of conversation.

4. Student D

"I disagree with you. Becaus..because we can...we can make a trap with the rope and catch fish or foods."

✓ The sentence should be "I disagree with you. Because we can make a trap by the rope. It can be used to catch the fish."

Student D' speaking ability in the second meeting was also the same as in the first meeting. Student D frequently made errors in accent therefore the other were difficult to understand. In the grammatical aspect, he made constant errors that frequently prevented communication. In vocabulary aspect, his dictions were limited to common social topics. Then, in the fluency aspect, his speech was slow and uneven except for routine or short sentences. In the comprehension aspect, he quite understood in simple statements followed by some repetitions.

3. The Third Meeting

The third meeting was on April 12th 2013. In third meeting, students' speaking ability was no longer poor. While in the first and second meeting the students were only able to ask and answer the questions on topics very

familiar to them. In the third meeting, they were able to satisfy routine social demands and limited work requirements. They were confident to speak but the dictions and the fluency did not significantly increase up to professional topics.

There was a significant better score. All students mostly had better improvement than before. The following descriptions are the improving ability from student A, student B, student C, and student D.

1. Student A

"The first item choose by us is cellular phone. We can use the application in the phone to find the way home. It's not a google map but it's a compass. Compass is not need internet connection, so we can use that."

✓ The sentence should be "The first item which is chosen by us is cellular phone. We can use the application in the phone to find the way home. It's not a google map but it's a compass. Compass doesn't need the internet connection, so we can use that."

Different from the second meeting, in the third meeting student A's speaking ability got better in terms of accent and fluency aspect. Student A rised her ability of accent aspect. She had foreign accent that required concentrated listening. While she were mispronouncing some words, the otherd might be misunderstood. Her speech was frequently uncertain because of her anxiety.

2. Student B

"I am sorry. I disagree with you. How can you use the compass if you don't have the map or you don't know the right direction? It will be useless. Our group choose knife first to clean the bushes or chop the trees to find the way. After that, we try to find the village near the jungle. Then, we use money to pay people there to carry us home or to the city."

✓ The sentence should be "I am sorry. I disagree with you. How can you use the compass if you don't have the map or you don't know the right direction? It will be useless. Our group choose knife as the first item to clean the bushes or chop the trees to find the way. After that, we try to find the village near the jungle. Then, we use money to pay people there to carry us home or to the city."

Student B's speaking ability was not better. All aspects in the third meeting had the same score as in the second meeting. Her accent required concentrated listening but there was occasional misunderstanding and apparent errors in grammar and vocabulary. She understood quite well in the particular topics.

3. Student C

"No, I disagree with you, group B... (silent).. Although it will take time..mmm..yang lama tapi kita bisa balik lagi.. we can still using compass to walk back if we...apa..nyasar..mmm..don't find the way home."

✓ The sentence should be “No, I disagree with you, group B. Although it will take time, we can still use compass to walk back if we don’t find the way home.”

Student C’s speaking ability was not better. The speaking ability in the third meeting was the same as in the first and in second meeting. His pronunciation or accent was rather confusing with limited vocabularies. He understood only for the simplest type of conversation.

4. Student D

“I am sorry. I disagree with you, group B. Knife is too small to chop the trees. It also will be take more time. We use compass to help us find the way home and the second item is matches. We will using matches to burn some money and many things that left in the plane to make..panggilan darurat..mmm...SOS.”

✓ This sentence should be “I am sorry. I disagree with you, group A. Knife is too small to chop the trees. It also will take longer time. We use compass to help us finding the way home. And our second item is matches. We will use matches to burn some money and many things that left in the plane to make SOS.”

Student D’s speaking ability was better. Accent, grammar, and vocabulary aspects were more effective than before. Student D had foreign accent that required concentrated listening therefor the others would be confused while she were mispronouncing the words. His graamatical rules had frequent errors that showed some major patterns uncontrolled and caused occasional misunderstanding. For another aspect, vocabulary, his choice of words were sometimes inaccurate with rare misunderstanding.

Discussion

The study had been conducted and the results had been presented above. In this section, the researcher discussed two aspects. Firstly. The researcher would discuss the suitability of the implementation Lost In A Jungle game with the theory. Secondly, the researcher would discuss the result of students’ speaking ability.

The first thing that should be noted was the suitability of the implementation Lost In A Jungle game with the theory. Based on the observations, what the teacher had done followed the procedures of Lost In A Jungle game. The way how the teacher applied the game was done well. Lost In A Jungle game which was introduced by Nikanjam (2002) stimulates students to activate their speaking ability. The simulation of being lost in a jungle and how to survive and to rescue inspire students’ creativity to have an arguing. The language applied in this game also used the expressions of agreement and disagreement expressions.

Lost In A Jungle game which teacher had implemented also followed the theory of characteristics of

game. Tyson as cited in Mei & Yu-Jing (2000) states that a game must be more than just a fun. It should involve a "friendly" competition, keep all of the students involved and interested in, encourage the students to focus on the use of language rather than on the language itself and give students a chance to learn, practice, or review a specific language material. There were some reasons why Lost In A Jungle game was appropriate. First, the game related to the basic competence of junior high school for eighth graders on the second semester, the expressions of giving agreement and disagreement. Second, it emphasized spoken rather than written form. The debate would activate the students’ speaking skill. Third, it created fun atmosphere. The game decreased students’ anxiety. The competition would encourage the students to speak up. In fact, when the teacher used the game, those strengths did exist.

Based on the results that had been observed, Lost In A Jungle game was understandable and appropriate with the material. Lost In A Jungle game used the agreement and disagreement expressions therefore the students could practise speaking directly. Lost In A Jungle game was also an interesting topic for the students because of playing that game, the students could be more creative to express their ideas. Mostly, the students delivered the unexpected ideas. Those ideas, the way they deliver, and the motivation given made the students felt enthusiastic to speak in the class. The more they practice their English, the more they knew vocabularies. The teacher could keep these positive things or develop the game. Therefore, the students could practice speaking more.

In the other hand, Lost In A Jungle game also had some weaknesses. First, there were no right answers on the game. It made the teacher difficult to determine the winner. Second, there was a domination from those who had a good English proficiency. Lost In A Jungle game was a kind of debate game that required the fast responses with clear pronunciation, right grammatical rules, and the appropriate vocabularies. Those who had low English proficiency were predisposed to be silent. They were afraid of making mistakes though in fact they also had creative ideas.

On balance, the implementation of Lost In A Jungle game was suitable with its theory. It was suitable to teach the agreement and disagreement expressions. It was also good to make students more creative and more motivated to speak. But, there were some considerations. The clear rules and the capability of the students were necessary to be considered.

The second was the results of students’ speaking ability. The students’ speaking ability was getting better from the first meeting until the third meeting. The students had practised speaking more than before.

In the first meeting, most of students only could ask and answer questions related to the case. They were still difficult to find the appropriate vocabularies. The pronunciation frequently was not able to be understood. The comprehension was quite good with the occasional errors on grammar.

In the second meeting, their speaking ability was better than the first meeting. They had found the unfamiliar vocabularies related to the case. The pronunciation had been corrected. There were still errors on grammar but not as much as in the first meeting. The students' understanding was also good.

In the third meeting, most students could speak confidently though there were still errors on grammar. The pronunciation was better than the previous day. The fluency and the comprehension were better than the second day. The students were more familiar with English better than two previous days.

Conclusion

It can be concluded that Lost In A Jungle game could be used optimally to motivate the students to speak as long as it upheld the prerequisites. The requirements are needed to intensify the learning process.

Suggestion

There are some suggestions for both the teacher and the next researcher. The clear rules of the game is needed to maximize the learning process. The deeper research of this game for another aspect can be broader by the next researcher.

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