

THE IMPLEMENTATION OF “*WHO AM I*” GAME TO TEACH SPEAKING DESCRIPTIVE TEXT TO THE SEVENTH GRADERS OF SMPN 3 KRIAN

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Abstrak

Kebanyakan siswa siswi sekolah menengah pertama khususnya mereka yang duduk di bangku kelas tujuh selalu mengalami kesulitan untuk mempraktikkan kemampuan berbicara mereka dalam bahasa Inggris terutama dalam hal merangkai ide untuk kemudian disampaikan secara lisan. Oleh sebab itu, direkomendasikanlah penggunaan permainan “*Who am I*” untuk mengajarkan kemampuan berbicara khususnya dalam materi teks deskriptif. Permainan “*Who am I*” merupakan jenis permainan tebak-tebakan yang menggunakan gambar orang sebagai media dalam permainan tersebut. Teks deskriptif adalah salah satu jenis teks bacaan yang mempunyai fungsi sosial untuk mendeskripsikan atau menggambarkan sebuah obyek tertentu seperti barang, manusia, tempat, dan lain-lain. Teks tersebut mendeskripsikan tentang penampilan dan ciri-ciri dari obyek tersebut (Wardiman dalam Bestari, 2011: 7). Tujuan-tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan permainan “*Who am I*” dalam pengajaran kemampuan berbicara untuk materi teks deskriptif, mendeskripsikan kemampuan berbicara siswa siswi dari hasil pembelajaran dengan menggunakan tehnik permainan “*Who am I*”, dan tujuan terakhir adalah untuk mendeskripsikan tanggapan siswa siswi terhadap penggunaan permainan “*Who am I*” dalam pengajaran kemampuan berbicara teks deskriptif. Penelitian ini merupakan penelitian yang bersifat deskriptif kualitatif. Subyek dari penelitian ini adalah siswa siswi kelas tujuh khususnya kelas tujuh A di SMPN 3 Krian-Sidoarjo yang terdiri dari 32 siswa. Alhasil, kemampuan berbicara siswa mengalami peningkatan. Hal tersebut ditunjukkan dari peningkatan nilai secara signifikan yang dihasilkan oleh siswa dalam praktik berbicara mereka di kelas selama tiga kali pertemuan. Disamping itu, hasil kuesioner juga menunjukkan bahwa permainan “*Who am I*” terbukti secara baik dapat menarik minat siswa dan membantu mereka baik dalam hal mengikuti kegiatan belajar mengajar maupun merangkai ide-ide ketika mereka tampil berbicara dalam materi teks deskriptif.

Kata Kunci: berbicara, permainan *Who am I*, teks deskriptif

Abstract

Most of Junior High school students especially the seventh graders always have difficulties to speak English especially in organizing the idea. Thus, the implementation of “*Who am I*” game to teach speaking descriptive text is recommended. “*Who am I*” game is a kind of guessing game which uses pictures of person as media in the game. Descriptive text is a type of text which has social function to describe or to picture a certain object including things, persons, places, etc. It describes about the appearances and the characteristics of the object (Wardiman in Bestari, 2011: 7). The aims of this study are to describe the implementation of the use of “*Who am I*” game to teach speaking descriptive text, describe the students’ speaking ability toward the implementation of “*Who am I*” game in teaching speaking descriptive text, and describe the students’ responses to the implementation of “*Who am I*” game in teaching speaking descriptive text. This study is a descriptive qualitative study. The subject was the seventh grade students of VII-A class of SMPN 3 Krian-Sidoarjo which consists of 32 students. As a result, the students’ speaking ability became better. It was shown from the significant development that the students made in their speaking performance in the game in three meetings. Besides, from the result of questionnaire, the game is well proved to be able interesting and helping the students in both participating and organizing ideas in speaking descriptive text.

Keywords: speaking, *Who am I* game, descriptive text

INTRODUCTION

Speaking is one of the language skills of English that should be mastered by students. Mastering speaking ability is not easy since it has something to do with the mental factors of the students such as their mood, motivation, and readiness. That is supported by David Nunan who states that learning to speak is obviously more difficult than any other skills since speaking happens in real time and in a spontaneous way (2003:48). Moreover, the students think that keeping silent is better than making mistakes when they try to speak English. It is supported by Gebhard in Wardhani (2013: 2) who states that most of students do not want to talk in speaking class because they are too shy and anxious.

Therefore, the teacher has to find out the solution to the problem through getting interesting techniques, such as; games in order to make the students easy to speak and feel enjoyable in the teaching and learning activity. In this research, Who am I game is implemented to teach speaking descriptive text. The teacher applies this game by using individual pictures. There are individual pictures of persons especially famous people which will be patched in crown and put on the students' head. The students must use the crown. Then, the other students will get the job to describe the pictures orally. Finally, the students with the crowns should guess who the persons on the pictures. As what has been written, it is clear that Who am I game is actually a language teaching game especially for teaching speaking which is applied based on the concept of guessing game.

In case of teaching speaking descriptive text, the teacher believes that implementing Who am I game is appropriate and helpful both for the teacher and for the students because the game uses the media in the form of pictures. There are some advantages can be got. Gerlach and Ely (1980:218) state that using pictures in teaching and learning process can give some advantages as follow; pictures are inexpensive and widely available, pictures can help to prevent and correct misconception, pictures offer a stimulus to further study reading and research, they help to focus the students' attention and help to develop critical judgment.

By implementing Who am I game, the teacher believes that the students will be interested and enthusiastic in joining the teaching and learning activity. The students will not be reluctant or feeling bored to take a part in the teaching and learning process through being active in any situations of the class activity because it is designed in the form of game which is full of fun. It is supported by Uberman who states that games are highly

motivating and can give the shy students more opportunity to express their opinion and feeling (1988:20). Moreover, there are three kinds of texts that should be learned and mastered by the seventh grade students such as descriptive, recount, and narrative (Depdiknas SMP curriculum: 2004). Meanwhile, descriptive text is one of functional texts which is studied in seventh grade of junior high school. Anderson in Pratiwi (2011: 3) defines that descriptive text is a description of a particular person, place, or thing.

From those explanations, the researcher observes the class activity of teaching speaking descriptive text by using *Who am I* game to the seventh grade students. Hopefully, it will be useful to facilitate the students' speaking ability and also make them more creative and communicative in expressing their thought not only in describing the characteristics and the appearances of person, but also the other objects of descriptive text, such as animals, places, and so on later.

Based on the background of the study above, the researcher writes three research questions. Those are: 1. How is "Who am I" game implemented in teaching speaking descriptive text to the seventh graders of SMPN 3 KRIAN?, 2. How is the seventh grade students' speaking ability of descriptive text toward the implementation of "Who am I" game in the teaching and learning process?, 3. How are the students' responses of the implementation of "Who am I" game in teaching speaking of descriptive text to the seventh graders of SMPN 3 KRIAN?

LITERATURE REVIEW

The Nature of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Flores, 1999:1). It is often spontaneous, open-ended, and evolving but it is not completely unpredictable.

Speaking is a means to deliver opinions. Speaking ability is important in language learning, because we can communicate through our oral expression to gain much more information. In addition, Fulcher (2003:23) defines that "speaking is the verbal use of language to communicate with others". By speaking, people will be able to communicate with others because they could deliver their ideas, opinions, feels and interact to each other.

Teaching Speaking

Speaking is considered as a productive skill. Productive skills are communicated skills used to put

ideas into words. It means that students do not only keep silent and listen to the teacher's explanation, but also should speak actively. In this case, teacher should give opportunity to the students in order they can practice their speaking skill. As Rivers (1983:67) says that to develop skill in communication in foreign language, the students must have continual practice in communicating.

In speaking class, teacher plays an important role because teacher is the key for the students to help them having good English proficiency. Moreover, teacher should not only create the enjoyable learning, but also academically beneficial in speaking class. According to Dornyei (2001:73), there are three types of strategy to make the class more interesting and enjoyable. Those are:

1. The teacher is able to break the monotony of learning.
2. The teacher is able to make the tasks more interesting.
3. The teacher is able to increase the involvement of the students.

The Principal of Teaching Speaking

Nunan (2003:54) states that there are four principles for teaching speaking as follow: 1. Consider about the differences between second language and foreign language learning context, 2. Give the opportunity to the students to develop both fluency and accuracy, 3. Give the students opportunities to talk by using pair work and group work, 4. Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not.

The Objective of Teaching English at Junior High School in Indonesia

According to the 2004 English curriculum, the objective of teaching English for the seventh grade of Junior High School is to make the students capable to communicate both in written and oral English with the standard level of fluency and accuracy in certain circumstances i.e. specific genre which includes narrative, procedure, descriptive.

The more specific objective of teaching English for the seventh grade of Junior High School is to make the students be able to perform monolog in the form of some genres such as narrative, procedure, descriptive (Depdiknas Kurikulum 2004).

Descriptive Text

When talking about text, it will be connected with genre of text. A genre is a type of writing which member of discourse would instantly recognize for what it was. Genre is also important in engaging the students with the material. Such guided writing will help students to

produce appropriate text even with limited English (Harmer, Jeremy. 2003:113)

The components of descriptive text are divided into two terms. They are schematic structure (generic structure) and language features. According to Depdiknas (2004:48), the semantic structures (generic structure) of descriptive text are:

1. Identification
Identification of someone, something or place which is going to be described.
2. Description
Describes parts, quality, and the characteristics of someone, something or place for instance its materials, its colors, its size, etc.

And the language feature is a consequence of the communicative purpose of a text. The language features of the descriptive text which focus on describing a certain things are:

1. Certain Nouns
For example: book, chair, etc.
2. Relating verb to give information about subject.
For example: my house is very big, my mother is very beautiful, etc.
3. Action Verb.
For example: the boy hits the man, etc.
4. Thinking verbs and feeling verbs to express writer's personal point of view about subject.
For example: I think it is a beautiful garden, etc.
5. Detailed noun phrase to give detailed information about subject.
For example: it is a large amount of money, etc.
6. Adjective which is describing, numbering, and classifying.
For example: three big trees, etc.
7. Adverbials to give additional information about the subject characteristic. For example: at the house garden, etc.
8. Simple present tense.
9. Figurative speech such as simile, metaphor. For example: Anne is beautiful like a flower, etc.

There are significant lexicon grammatical features in descriptive text. Those are:

- focus on a specific participant
- use of attributive and identifying processes
- frequent use of epithet and classifier in nominal groups
- use of simple present tense

Games

Enjoyment of game is not limited by age. Some individuals are not seen from age but from the suitability of the games and the roles of the players. It is usually

accepted that young learners and adult are interested in playing games. Moreover, Andrew Wright and friends (1983:1) state that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which language is useful and meaningful. Of course, in this case, the teacher should be careful to make the games enjoyed by young learners and at the same time some language items are learned. Brown (1985:317) states that games involve:

1. Rules which must be followed
2. Competition between individuals or teams
3. Determination of a winner if teams of players are part of the games plans, cooperative learning as well as competition can result.

The game also has many advantages. They make the students more easily to understand the teacher's instruction, strengthen the students' understanding of the context of learning.

Games in Language Learning

"Games are attractive, because they are fun, the pleasant relaxes atmosphere fostered by the games has been proven to be efficient learning" (Johnson and Johnson, 1989:75). That is why many English teachers use games for the young learners, teenagers and even adults. Then, they are extremely pleased with the result. To make the games effective, Lubis (1988:58) suggests, "Games are best set up by demonstration rather than by lengthy explanation." It means that by demonstrations and actions, the students will get experience to practice their physic, emotion, and thought. To know the effectiveness of the games, let's have a look at the advantages of using games proposed by Rita Susana Larcabal in Pratiwi (2011: 16):

1. Help those who play to develop their inner self
2. Help their relate to others more effectively and cooperatively
3. Train them in creative freedom as they feel embarrass or afraid to become more confident and finally
4. Bring them and the facilitator closer, which will eventually help to lower the tension and anxiety that prevent students from acquiring the language

Principle of Game Selection

Weed (1972:29) proposes some principles of game selection when effectiveness and success are needed. Those are: 1. The purpose of the game, 2. The space to play the game, 3. The number of the students, 4. The age of the students, 5. The level of the activity, 6. The types of games, 7. The time allocation, 8. The use of

properties, 9. The necessary rewards, 10. The game suits the situation.

Kinds of Games

Classifying language games into categories can be very difficult because categories often overlap. Therefore, different linguists use different ways to classify language games. According to Hadfield (1987), "language games can be divided into two further categories: Linguistic games and communicative games. Linguistic games focus on accuracy, such as applying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Hadfield (1987) also classifies language games into many more categories as follow:

- Sorting, ordering or arranging games
- Information gap games
- Guessing games
- Matching games
- Labeling games
- Puzzle-solving games

Guessing Games

In addition, according to Merriem Webster (1986:108), guessing game is game in which the participants compete individually or team in the identification of something indicates obscurely (as in riddles or charades). According to Klippel (1994:13), the basic rule of guessing game is eminently simple; one person knows something that another one wants to find out. Wright and Buckby said that essentially, in guessing and speculating games, some one knows something and the others must find out what it is (1989:169).

Individual Pictures as a Media to Support "Who am I" Game in Teaching Speaking

To obtain the goal of the study, the teacher should decide to use the appropriate media in teaching learning activity. There are many kinds of media, one of them is picture. Pictures are appropriate media to be used in teaching learning process, especially in teaching speaking. Individual picture also can be used as a media in "Who am I" game. The students will not get difficulties to describe a particular thing by using individual picture. Besides that, pictures can give stimulus for the students to be more creative and attract the students to speak. Gerlach and Ely (1980:218) state the advantages of the picture are:

1. The pictures are inexpensive and widely available.
2. They provide common experiences for an entire group.

3. The visual detail makes it possible to study subject which would otherwise be possible.
4. Picture can help to prevent and correct misconception
5. Pictures offer a stimulus to further study reading and research. Visual evidence is a powerful tool.
6. They help to focus attention and help develop critical judgment.

RESEARCH METHODOLOGY

This chapter presents research methods which are considered necessary to analyze the data. They are research design, subjects of the study, data of the study, research instruments, data collection technique, and data analysis.

Research Design

In this study, the research used a descriptive qualitative approach to get information about the implementation of “Who am I” game to teach speaking descriptive text to the seventh graders of junior high school.

This research used non participant observation because the researcher did not take a part in the teaching and learning process. The researcher observed the teacher and the students’ activity in the class and reported from the beginning until the end of the lesson. Besides that, the researcher also observed the students’ speaking ability and the students’ responses after the use of the game. The researcher also needed the teacher’s documentation about the students’ score.

Subject of The Study

The subject of this study was the seventh grade students of Junior High School in SMPN 3 Krian-Sidoarjo, exactly the students of 7A class. The researcher chose this class as the subject of the study because this class belongs to one of the favorite classes in SMPN 3 Krian.

Data of The Study

The first data of this study was taken to describe the implementation of “*Who am I*” game to teach speaking of descriptive text to answer the research question “How is “*Who am I*” game implemented in teaching speaking of descriptive text to the seventh grade students?”. For the second data, the researcher used the result of the students’ speaking score from the students’ oral speaking performance to describe the students’ speaking ability stated on the research question of “How is the students’ speaking ability of descriptive text toward the implementation of *Who am I* game in teaching learning process?”. It was measured by using the students’

speaking performance score which was adapted from ESL rubric of speaking proficiency from Haris (1969) as a tool of scoring. The researcher also used the result of questionnaire to describe the students’ responses toward the implementation of the game as stated on the research question of “How are the students’ responses toward the use of *Who am I* game in teaching speaking of descriptive text to the seventh graders?”. All of the data were presented in the descriptive manner.

Research Instruments

In this study, the researcher could be considered as the key of the instrument because he would conduct a direct observation and analyze the data. It is stated by Neuman (1991:355) that the researcher is the instrument for measuring field of the data because the researcher is able to be alert and sensitive to what happen in the field and able to absorb all sources of information. The researcher used the structured observation sheet, descriptive speaking tasks, and questionnaire (closed-question type with five questions and four provided multiple choices of answers).

Data Collection Technique

In conducting the study, the researcher collected the data through the three ways; the observation in teaching-learning process, students’ speaking task through the students’ speaking descriptive text and questionnaire. Those were done by; conducting observation, giving speaking tasks, and giving questionnaire.

Data Analysis Technique

After collecting the data, an analysis toward the data was needed. Data analysis is one of the ways that is used to analyze the data related with the research questions that have been presented. So, it can be used to find out the conclusion. All of the data including the result of observation, the result of students’ speaking tasks, and the result of the students’ questionnaire toward the implementation of “*Who am I*” game were analyzed by using descriptive manner. So, so, all of them were described in paragraphs.

RESULT AND DISCUSSION

The Result and Discussion of Observation

In this part, the researcher describes the result of the observation in the implementation of *Who am I* game to teach speaking descriptive text to the seventh graders of SMP Negeri 3 Krian, especially describing a person orally. The researcher used the observation sheet to get the data. The observation was conducted in the class VII A in SMP Negeri 3 Krian – Sidoarjo. There were three meetings which were done on 1st May, 7th May, and 8th

May 2013. The time allotted of each meeting was 2x45 minutes. The researcher attended the class not as the teacher, but the researcher only took a part in the classroom as the observer. The researcher observed all the activities which were done by the teacher and the students in teaching and learning process from the beginning until the end.

- *The first Observation in The First Meeting*

The first observation was conducted on Wednesday 1st May 2013. On that day, English class was begun at 07.00-08.30 WIB. Before the researcher attended the class, the teacher told the researcher that the students' English ability of class VII A was quite good. Most of the students in this class got the average score of eight in the first semester for the English subject. The class was homogenous in which the students were almost in the same level of English ability. The teacher also showed her lesson plan of the teaching and learning process to the researcher on that day. In the lesson plan, the students would be divided into seven groups.

From the first observation, the researcher noted that the students were actively engaged in the activity. They also enjoyed working with their group, even though some students said that they became confused about finding the word for describing the person. At the beginning, the students had been a little clumsy but it was solved after the other students were excited to guess every picture. Mechanically, some students made mistakes in grammar and pronunciation. One group's grammatical mistake was related to the use of 'To be'. Student number 23 from group 7 said "I am is a joker", in fact the sentence should be "I am a joker". The other grammatical mistake appeared when student number 24 from the same group said "I am fat body", in fact it should be "I have fat body" or "I am fat". Besides that, most students often made mistakes in pronouncing words in English. But those mistakes were actually just something usual because the most important thing is the students' courage, spirit, motivation, and interest in participating the class activity which played important role for them in getting success of mastering any material of the lesson.

- *The Second Observation in The Second Meeting*

The second observation was conducted on Tuesday 7th May 2013. The meeting was held at 13.00-14.30 WIB. As the previous observation, the teacher showed the plan of learning to the researcher on that day before entering the classroom.

When the teacher and the researcher entered the classroom, the class situation was very noisy because it was the additional lesson at that time. But the teacher gave them some gymnastic movements as the warming up

activity, so that the students could get their spirit and motivation to be back studying in ordered again. Then, as usual, the teacher greeted the students and organized the class condition. The teacher checked the students' attendance. There was nobody absent on that day.

The teacher gave vocabulary's list and asked the students to read it. After they finished reading the vocabulary's list, the teacher asked them to make groups in pair with their friends and they did it. The teacher said that the teacher had a new game again, but still about descriptive text, person pictures and Who am I game. The students were very excited to listen to their teacher. Then, the teacher continued to explain about the steps and rules of the game.

After the students were ready, the teacher randomly chose one group to come forward to take an envelope which was given by the teacher. Then, the students of the chosen group might see the person on the picture. After that, the teacher asked them to describe the person on the picture orally, but as usual, they were forbidden to show the picture to other groups. When the chosen group had finished describing the picture, the teacher asked the other groups to guess who the person on the picture based on the chosen group's description was. They did it until the last group. While the students described the picture, the students were allowed to look at their vocabulary's list. After they finished performing in front of the class, the teacher let the students who had performed to choose the next pair by mentioning one of their friends' names.

There were 16 pairs who performed on that day. Before ending the class, the teacher said that the students' performance was very good and satisfying because all of them could participate actively in playing the game, especially in speaking.

- *The Third Observation in The Third Meeting*

The third observation was done on Wednesday 8th May 2013 at 07.00-08.30 WIB. The time allotment was 90 minutes. The teacher said to the researcher that she would give a new task to the students, but it was still in the form of game activity.

As usual, the teacher greeted and checked the students' attendance. There was nobody absent on that day. Then, before starting the teaching and learning activity at that time, the teacher evaluated over all the students' performances in the previous meetings. The teacher said that the students had made good performances although they felt nervous and still made a little mistake in grammar and vocabulary. The teacher also criticized about the time allotment in processing the game. The students said that they need a little bit long time actually.

The next activity on that day was a new game. But, it was still about "Who am I" game. The teacher used crowns and large person pictures in this game. The teacher explained about the game and the steps of the game.

As same as the second game activity, in the third game, the teacher spontaneously invited one group which consisted of two students to come forward to practice and give example about how to play the game. Previously, the teacher had prepared two chairs in front of the class. Then, the pair of the students who came forward was asked to sit down on the chairs. Next, the teacher gave them two crowns to use on their head. After that, the teacher patched a person picture on one of the students' crown. Then, the student without picture should help his/ her partner to guess who the person on the picture by describing the picture. After the partner successfully guessed the person on the picture, they did it in turn. The students did this activity until the last pair group.

In the third meeting, the students became more confident and more active when they described the picture in front of the class even though they should describe it individually. Moreover, the students' speaking performance was better than their last performance in the previous game activities. The students were more confident and more fluent when they spoke. But there were some students who were still passive and less confident.

Fifteen minutes before the bell rang, the teacher gave the students questionnaire and asked them to fill it. After the students filled the questionnaire, the teacher collected the questionnaire and closed the lesson.

Result and Discussion of Students' Speaking Tasks

The researcher used all the students in one class to know the result of the students' speaking ability. There were three speaking tasks which were given by the teacher. The first speaking task was given at the first meeting, the second speaking task was given at the second meeting, and the third speaking task was given at the third meeting. Here were the explanations of results of the students' speaking ability from pronunciation, grammar, vocabulary, fluency, and comprehension aspects.

Based on the result of the students' speaking tasks, it could be said that the students' pronunciation was getting better even though it got stagnant in the first and second meeting, but then, it got better in the third meeting. It was told by the mean of the students' pronunciation score. In the first meeting, the mean of the students' score from the result of the students' pronunciation was three. There were few errors in pronunciation which necessitated concentrated listening and occasionally lead to misunderstanding. Some students got score two whose the

pronunciations were very hard to be understood, must frequently be asked to repeat. Most students got score three that there were few errors in pronunciation which necessitated concentrated listening and occasionally lead to misunderstanding. And a few students got score four. They were always intelligible and almost no errors in pronunciation. Then, in the second meeting, the mean from the result of the students' pronunciation score was still three. There were just a few students got score two that the pronunciations were very hard to be understood, must frequently be asked to repeat. Most of them got score three that there were few errors in pronunciation and pronunciation problem necessitated concentrated listening and occasionally lead to misunderstanding. And some of them got score four who were always intelligible and almost no errors in pronunciation. In the third meeting, the mean from the result of the students' pronunciation score was three point six and the criteria were almost no errors in pronunciation. Fifteen students or a half of the whole students got score three that there were few errors in pronunciation and pronunciation problem necessitated concentrated listening and occasionally lead to misunderstanding. Fifteen others or another half of the students got score four. They were always intelligible and almost no errors in pronunciation. And just two students or a few got score five that had few trace of foreign accent.

The next was about the students' grammar. In the first meeting, the mean from the result of the students' grammar score was three point two. They made frequently errors of grammar and word-order which occasionally obscure the meaning. There were few students got score two that their grammar and word-meaning errors made their speaking difficult to comprehend. Must often rephrase sentences and restrict themselves to basic pattern. There were many students got score three that made frequently errors of grammar and word-order which occasionally obscured the meaning. And some students got score four that they occasionally made grammatical and word-order errors which did not obscure the meaning. In the second meeting, the mean from the result of the students' grammar score was three point four. They made frequently errors of grammar and word-order which occasionally obscure the meaning. There were two students or just few of them got score two that their grammar and word-meaning errors made comprehension difficult. Must often rephrase sentences and restrict them to basic pattern. The rest were thirty students or most of them got score three that made frequently errors of grammar and word-order which occasionally obscure the meaning. And they occasionally made grammatical and word-order errors which did not obscure the meaning. In the third meeting, the mean from the result of the

students' grammar score was three point nine. The students occasionally made grammatical and word-order errors which did not obscure the meaning. Some of the students got score three that made frequently errors of grammar and word-order which occasionally obscure the meaning. Meanwhile, there were many students got score four that occasionally made grammatical and word-order errors which did not obscure the meaning. And a few of them got score five. They made few noticeable errors of grammar or word order. Overall, it could be said that the students' grammar was getting better from the first until the third meeting seen from the means of the score for three meetings which were significantly improved.

The next explanation was about the students' vocabulary. In the first meeting, the mean from the result of the students' vocabulary score was three. They frequently used the wrong word because the limited vocabulary but most of vocabulary were correctly used. A few students got score two. They used very limited vocabulary that made the comprehension quite difficult. Most of them got score three. They used an adequate variety of words and most of them were correctly used. And some of them got score four they used rich variety of words but sometimes used inappropriate word. In the second meeting, the mean from the result of the students' vocabulary score was three point five. They frequently used the wrong word because the limited vocabulary but most of vocabularies were correctly used. A few students got score two. They used very limited vocabulary that made the comprehension quite difficult. Some of them got score three. They used an adequate variety of words and most of them were correctly used. And most of them got score four. They used rich variety of words but sometimes used inappropriate word. In the third meeting, the mean from the result of the students' vocabulary score was four point five. They used rich variety of words and almost all of the vocabularies were appropriate. There was a student got score three. She used an adequate variety of words and most of them were correctly used. There were eleven students or many of them got score four, they used rich variety of words but sometimes used inappropriate word. There were twenty students or most of them got score five, they used rich varieties of words and almost all of the vocabularies were appropriate. All in all, it could be said that the students' vocabulary was getting better from the first until the third meeting seen from the means of the score for three meetings which were significantly improved.

The next point was about the students' fluency. In the first meeting, the mean from the result of the students' fluency score was two point nine. The students' speed and fluency were rather strongly affected by language problems such as how to pronounce a word well,

how to find proper vocabulary or choice of words, etc. Some students got score two. They were usually hesitant or often forced into silence by language limitation. Most of them got score three. The students' speed and fluency were rather strongly affected by language problems. And two students or few of them got score four, their speed or speech seemed to be slightly affected by language problems. In the second meeting, the mean from the result of the students' fluency score was two point nine. The students' speed and fluency were rather strongly affected by language problems. some of the students got score two. They were usually hesitant or often force into silence by language limitation. Most of the students got score three. Students' speed and fluency were rather strongly affected by language problems. And few of them got score four, their speed or speech seemed to be slightly affected by language problems. In the third meeting, the mean from the result of the students' fluency score was three point nine. The speed or the speaking skill of the students seemed to be slightly affected by language problem beside that the speeches were occasionally hesitant, with some unevenness caused rephrasing and grouping for words. There were some students got score three. Students' speed and fluency were rather strongly affected by language problems. Most of them got score four. Their speed or speech seemed to be slightly affected by language problems. And few students got score five. Their speeches were effortless and smooth. Overall, it could be said that the students' fluency was getting better even though it got stagnant in the first and second meeting, but then, it got better in the third meeting. It was told by the mean of the students' fluency score.

The last was about the students' comprehension. In the first meeting, the mean from the result of the students' comprehension score was three that it was mostly understandable at slower than normal speed with repetition. A student or very few of them got score one, his oral speech cannot be said understandable even simple conversational English. There were few students got score two. They had great difficulties following what they said. They can comprehend only "social conversation" spoken slowly and with frequent repetitions. Many students got score three. They understood most of what they said at slower than normal speed with repetitions. And some of them got score four. They understood nearly everything at normal speed, although occasionally repetition may be necessary. In the second meeting, the mean from the result of the students' comprehension score was three point three. There were few students got score two. They had great difficulties following what they said. They can comprehend only "social conversation" spoken slowly and with frequent repetitions. Many students got score three; other students understood most of what they said at

slower than normal speed with repetitions. And most of them got score four. They understood nearly everything at normal speed, although occasionally repetition may be necessary. In the third meeting, the mean from the result of the students’ comprehension score was four point one. The students’ speaking was nearly-everything understandable at normal speed, although occasionally repetition may be necessary. Few students got score three. They understood most of what they said at slower than normal speed with repetitions. Most of the students got score four. They understood nearly everything at normal speed, although occasionally repetition may be necessary. And many students got score five. They appeared to understand everything without difficulties. All in all, it could be said that the students’ comprehension was getting better from the first until the third meeting seen from the means of the score for three meetings which were significantly improved.

The Result of Students’ Responses Toward The Implementation of “Who am I” Game Through Questionnaire

There were 5 questions in the questionnaire. Question number 1 was used to know the students’ interest in the implementation of *Who am I* game in teaching English. Question number 2 was used to know the students’ opinion about the implementation of *Who am I* game in teaching speaking English. Question number 3 was used to know the students’ opinion about the teaching material presented in *Who am I* game. Question number 4 was used to know the students’ comprehension about the teacher’s explanation in *Who am I* game. And question number 5 was used to know about the students’ opinion whether the implementation of *Who am I* game in teaching speaking descriptive text can help them in getting ideas to speak actively or not.

Based on the result of the questionnaire, the researcher could give explanations as follow:

First, seen from the students’ interest to the implementation of “*Who am I*” game, the result was that most of the students like the implementation of *Who am I* game very much (answer choice of A question number one) and few of them like the implementation of *Who am I* game (answer choice of B question number one).

Second, seen from the students’ opinion about the implementation of *Who am I* game in teaching speaking English, the result was that most of the students were very interested in the implementation of *Who am I* game (answer choice of A question number two). A few of them were interested in the implementation of *Who am I* game (answer choice of B question number two).

The third, seen from the students’ opinion about the teaching material presented in “*Who am I*” game, the

result was that most of the students like the teaching material presented in *Who am I* game very much (answer choice of A question number three) and just a few of them like the teaching material presented in *Who am I* game (answer choice of B question number three). The rest was only one student less like the teaching material presented in *Who am I* game (answer choice of C question number three).

Fourth, seen from the students’ comprehension about the teacher’s explanation in *Who am I* game, the result was that most of the students understand about the teacher’s explanation in *Who am I* game very much (answer choice of A question number four) and twelve students understand about the teacher’s explanation in *Who am I* game (answer choice of B question number four).

Fifth, seen from the students’ opinion whether the implementation of *Who am I* game in teaching speaking descriptive text can help them in getting ideas to speak actively or not, the result was that most of the students were very helped with the implementation of *Who am I* game to get ideas in speaking of descriptive text (answer choice of A question number five) and just a few of them were helped with the implementation of *Who am I* game to get ideas in speaking of descriptive text (answer choice of B question number five).

From the result of all questions in the questionnaire, it can be inferred that actually the combination between the teaching technique of “*Who am I*” game and the media of pictures can encourage the students to speak actively in speaking class of descriptive text.

From those explanations, it proved that *Who am I* game was easy to apply. The students enjoy and like to study English especially speaking through using the game, the students like the teaching material presented in the game including the lesson and the media of person pictures. Besides that, the game could help the students to find the idea when they made a descriptive text orally in speaking class.

Finally, all of those statements can support the validity or the truth of some experts’ opinions in this study written in chapter one and chapter two. For instance, Uberman states that games are highly motivating and can give the shy students more opportunity to express their opinion and feeling (1988:20). Next, Richard in Pratiwi (2011: 20) states that guessing games can be painless to develop or to reinforce any number of concepts. So, by implementing this game, students will absolutely improve their language skills especially speaking. Besides, Pratiwi (2011: 20) states in her thesis that “Guessing What I am”, “Guess Who I am” which belong to kinds of guessing game can be used to teach about animals, professions, or

people in different age groups (baby, child, teenager, young adult, elderly person).

CLOSSING

Conclusion

The study which was done in three meetings on 1st May, 7th May, and 8th May 2013 gave good impact on the students' speaking skill. The implementation of Who am I game to teach speaking descriptive text to the seventh graders of SMP N 3 Krian-Sidoarjo could make the students become more active and creative in speaking. The game could increase the students' interaction and could help the students to think creatively. Based on the result of students' task, it was showed dominantly that the elements of vocabulary and grammar in students' speaking performance became better. The combination of pictures and Who am I game in teaching speaking descriptive text could help the students to find the ideas and encourage them to speak. All those statements had been accurately provable through the result of means of the students' speaking score from the first meeting until the third meeting which were better and better.

Again, although there were many students made mistakes in grammar, pronunciation, vocabulary and so on, that is not the main problem. The most important thing is the students' courage, spirit, motivation, and interest in participating the class activity which play important role for them in getting success of mastering any material of the lesson.

Sugesstion

It is suggested to the English teachers to use Who am I game to make the students more active in the classroom. Besides, the implementation of the game should be done regularly. The teacher can apply the game in group or individual. It is recommended that further research can be conducted to study about the game in other conditions, subjects or skills to get various advantages about this game.

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