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The use of "define it!" game in teaching descriptive speaking

by Maulana Yusuf Aditya

The use of "define it!" game in teaching descriptive speaking

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Abstract: English is one the great of world language and language is a tool to communicate with other people. Teaching English can be done through dialogues, pictures, games, etc. This research was designed to know the use of "Define it!" game in teaching and the students' problem of "Define it!" game. This research was qualitative, here the researcher observed the teaching speaking descriptive by using "Define it!" game. This research was conducted one meeting and use observation checklist and interview as the data collection and the subject of this research are the student of the second A grade in SMPN 1 Bangkalan.
The finding showed that the used of "Define it!" game in teaching speaking descriptive were: 1) describe something based on card picture, 2) the other player must guess what. Based on the observation and interview the researcher found the students difficulty in teaching speaking descriptive by using "Define it!" game. The problems of the student were: vocabularies (difficult to explore the idea and unconfident, it was problem obstructing them in teaching speaking by using "Define it!" game therefore they were scared to be wrong and shy to speak up. In the conclusion of the research showed that the use of "Define it!" game in teaching speaking descriptive was able to raise the students motivation, students desire to study, interest, did not bored and enjoy in teaching and learning process. Based on the research the student must keep their confidence and the result the observation and interview also indicate a good finding of the students' implementation and response toward the application "Define it!" game in teaching and learning process..

Keywords: "Define it!" Game, Teaching Speaking, Descriptive

Nowadays, English is one the great of world language. Language is a tool to communicate with other people (Lindsay with Knight, 2006:27). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. (Richards and Renandya, 2002:204).

Games are often useful to liven up a lesson (Lindsay with Knight, 2006:67). In other meaning, using games in teaching speaking to increase the student's ability in speaking. According to Lestari (2011:2) that language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency.

According to Hadfield (1987), that "Define It!" Game is Divide the class into groups of three or four, and copy one set of cards for each group. The cards should be shuffled and dealt out equally to each player in the group. The first player chooses a card and defines it

(without saying the name of the object). The other players must guess what the object is. The first player to say the name of the object correctly may collect the slip of the paper as a 'Trick', and the turn passes to him/her.

Now, the teacher of SMPN 1 Bangkalan, specially the second grade A students feel difficult to teach English specially in speaking lesson because the student feel bored, did not stimulate to speak up, did not have many vocabularies, afraid, shy and not confidence. In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrast to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and being less confident in their ability.

Teaching speaking can be done through dialogues, pictures, games, etc. The teacher should choose a suitable ways such as: using games, if the teacher uses it, the students will have a lot of opportunity to practice pronunciation and communication or in other words it means that the students will get knowledge or input from games. Games which introduced to the students are "Define it" Game.

The emphasis of the games is on successful communication rather than on correctness of language. Games, therefore, are to be found at the fluency end of the fluency-accuracy spectrum. (Hadfield, 1987)

From those statements above "Define it!" game that used by the teacher in the class hopefully that in applying of "Define it!" game can motivate and practice the speaking ability for the students. In speaking ability the researcher intends to a research by entitle The Use of "define it!" game in teaching descriptive speaking.

RESEARCH METHOD

It was a qualitative research the design of qualitative research was probably the most flexible of the various experimental technique encompassing a variety of accepted methods and structures. In this study, the researcher used descriptive qualitative design to describe and obtain data from the research and other words to get validity and reliability.

In this research, the researcher took the research Subject. The subject used in this research was 25 students at A class in the second grade students of SMPN 1 Bangkalan.

The research has chosen the students A class as the subject of the study based on some reasons, the students was all in the same grade, the students have been studying English for some periods of time, and the students got speaking lesson before. This decision making involves the teacher's opinion and suggestion who knows more about the students' characteristic, attitude, responds and their ability.

According to Lofland in Moleong (2010:157), the main data sources in qualitative research is the words and actions, the rest is additional data such as documents and others. 1) words and actions, the words and actions of those who observed or interviewed a primary

data source, the main source of data recorded through written notes or through video recording, photo taking, recording main data sources through observation or interviews participate is the combined result of the looking activities, listen, and ask questions. Here the researcher took video recording, from the observation and interview as the data for the research, in video recording there were the result of observation record like when the students played the "Define it!" game and the result of student's interview. 2) Written data sources, although it is said that sources outside of your words and actions are two obvious sources of this cannot be ignored. In terms of data sources, materials additional from written sources can be divided into source books and scientific magazines sources, sources from archives, private papers, and official documents. For the second data resource was additional data like written data and photos or documents. Here the researcher took the data resource from the teacher and the students, the researcher took the data from the teacher used observation checklist and from the students the researcher used interview and photos. 3) Photos, photo produce descriptive data are quite valuable and are often used to examine aspects of the subjective and the results are analyzed inductively. There are two categories that can be used in qualitative research, the resulting image and the image produced by the researchers themselves. (Bogdan and Biklen, in Moleong, 2010: 160). Photos was additional data, the researcher used camera for took the photos for analyzed the students or classroom condition.

The research instrument cannot be developed before the problem is analyzed and has been clear. Therefore, in qualitative research, the researcher is the key instrument and the researcher use additional instrument. Qualitative researcher as human instrument has jobs to determine the focus of the research, choose the data resource, collect the data, analyze it, and make conclusion of the research.

The research is used to get primary data and supporting data to collect data in this study, the researcher uses two kinds of instrument namely observation and interview to support data got by the researcher in this research. In observation the researcher only describes the use of "Define it!" game in teaching speaking descriptive and the interview the researcher analyzed the students' problem in teaching speaking descriptive by using "Define it!" game.

RESEARCH RESULT AND DISCUSSION

The finding of this study was obtained through the observation and interview.

1. **How "define it!" game used in teaching speaking descriptive.**

The "define it!" game was fun game which can help the students be creative and help the students to speak up and add the confidence. "Define it!" game was interest game because the students didn't feel bored and enjoy in their study.

At the first meeting was conducted on Thursday. At the first observation, English lesson was the first time and students entered 07.00a.m. The teacher invited the researcher

came into the class. After that the teacher gave information that in this class there was a lecturer of STKIP PGRI Bangkalan wanted to do a research in this class and gave method about English teaching especially teaching speaking that Was "define it!" game. And after that the teacher introduced the researcher to the students, and after greeting, the researcher prepared the material to observe and the researcher sat on backside because the researchers hope can be look around the activities of the students in the classroom.

The teacher checked the attendant list by calling the students name one by one, And then the teacher reminded about describing something, he focused about describing things. After that, the teacher explained about "define it!" game technique and How to play it. Firstly, there were 25 students andthe teacher divided the student became 5 groups, and for each group consist of 5 students.

After the teacher divided the groups of the students and the teacher explained directly what was "define it!" game and what was a descriptive, "Define it!" game is describe something and divide the class into groups of three or four, and copy one set of cards for each group. The cards should be shuffled and dealt out equally to each player in the group. The first player chooses a card and defines it (without saying the name of the object). The other players must guess what the object is. The first player to say the name of the object correctly may collect the slip of the paper as a 'Trick', and the turn passes to him/her.

After that the teacher continued his explanation that was about descriptive, the teacher asked to the students about definition of descriptive, "Anybody knew about descriptive, what was the definition of descriptive? up your hand please", and no one can't answered the teacher's question, and then the teacher explain about descriptive and the teacher gave them example also. The teacher asked the students came forward to perform and described something, one of the students came forward, the teacher asked the student to describe a book and the student can described it well.

The last explanation the teacher explained the role of "define it!" game and how to play "define it!" game, the roles of this game were:
a. Described without say the name of the object.
b. Not more than 4 clues when described it.
c. The correct answer got 5 point.
d. The wrong answer got -5 point.
e. The winner was the group which has the high score.
f. The group of the player has to guess first.
g. If player's group didn't know the answer so another group has guess what, and the player's group didn't get score.

And the way for played "define it!" game were:
a. To start the player has to say "Who am I? -------------".
b. For the end of describe the player has to say "who am I, guess what?"

The teacher asked to the students "any question?" and there was no question from the students, and finally the teacher asked two students to perform for played "define it!" game as example. The first performance is the students named Farida Yustia Ningsih. The teacher gave her a picture card and picture of the card was a butterfly, Farida start described, "Who am I?" ,I have two wings, and I have beautiful colors in my wings, sometimes I stay in the flower, who am I? Guess what and one of the students up her hand and answered "butterfly", all of students, the teacher and the researcher gave her applause because the answer was right, the teacher asked to the students "did you understand?" and the student said "yes sir"

2. What problems the students find in teaching speaking descriptive by using "define it!" game.

The teacher choose group two first, group four, group one and group three and then group five for played, the teacher asked one student from group two forward as first player and took the card game in the box on the table's teacher. Lailatus Shufriya, "who am I? I am a musical instrument, my sound is very beautiful, the boy like play it very much, who I am?, guess what". But no one can't answered, and then the player gave the last clue, "I have six strings", who am I? , guess what", and one of her group answered "that was a guitar". The player said "your answered was right while showed the card game to the teacher and the students, all of her group was very happy and made applause because their group got 5 score. So the next player of group two forward, his name was Reza Humaidi and took the card game in front, "who am I?" , "my color was white" , and the he mix with Indonesian, " my BAU was good" , I am a flower, "who am I?, guess what?" , and his group can not answered, and the teacher asked the player to give last clue but the player asked to teacher "sir, what KHAS in Indonesian?", and the teacher said " typical", and the player continued " I am a typical flower of Indonesia", "who am I?, guess what". And all the group two answer "jasmine flower", and group two got 5 score again, and go on.

The next player was group four, group four played well enough although there was answered wrong (failed),and some player of group five played well, but there was one player almost used Indonesian and little English in his played, "who am I?" , I have SENJATA, I MEMAKAI cloth DORENG, I am BENTENG NEGARA. And then the next group and go on played well enough although the most of the students used or mix with Indonesian.

The relation between the theory and this research is the students made redundancy of words. Redundancy can be influenced by some factors that are: not confidence, difficult to explore the idea, etc.

Based on the statement above the student problems are:

a. Not confidence, confidence is the first thing to show the ability, most of the students of the research did not have confidence, so that is why the students can explore their idea.

b. Vocabularies, vocabularies are the key to speak up, without vocabularies the students will feel difficult to say something or describe something.

c. Difficult to explore the idea, the students can explore their idea because of the students has vocabularies and confidence. Beside that the other problems of this research is the students speaking skill is less But in the second meeting the students more active, and enthusiasms. The students can speak English with fun, fluently, loudly, without shy and fear and there were some students got high score and standard score. Students has been motivated to involve their English speaking through a "define it!" game, the students can speak English. The students got ways to apply speaking with their style.

CONCLUSION AND SUGGESTION

The conclusion of this research is:

The use of "define it!" game is game for speaking. This game is group game where the teacher must divide the students to be some groups, this game need picture cards and the student of each group must describe in front of the class without say the name of the object. The students' problem of this game in teaching and learning process at SMPN 1 Bangkalan is redundancy. Redundancy can be influenced by not confidence and difficult to explore the idea.

The suggestion of this research is:

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and use various technique to manage the class ore lively and enjoyable. Regarding to the teaching speaking by using "define it!" game, the researcher give some suggestions for the teacher and students as follow:

For the students:

The students should often read not memorizing vocabularies, Try to speak up by yourself with your voice, Try to keep the confidence, the students should ask the teacher if there is something that they donot understand about the lesson.

For the teacher:

The teacher should choose the materials that are appropriate and not too difficult for students, The teacher should give the students motivation, The teacher should make or find interest technique for teaching and learning, The teacher should keep control the students' activities, The teacher should present the language in enjoyable, relaxed and understandable way.

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