GAMES FOR THE SPEAKING CLASS

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Abstract

the ability to speak or communicate in the target language fluently is the one of the language skills that must be mastered by any foreign language learner. However most of the research finding has shown that most of the students of the English as a Foreign Language are quite difficult to improve their English speaking ability since they are accustomed to use their native language in their daily life. Based on that condition, thr writer in this article tries to solve the problem by offering one teaching strategy with language games. Language games is believed can give the positive effect and joyful learning to the students in developing their speaking skill.

Keywords: *games, speaking class*

Abstrak

kemampuan untuk berbicara atau berkomunikasi dalam bahasa Inggris dengan lancar adalah salah satu keterampilan bicara yang harus dikuasai oleh setiap pelajar bahasa asing. Namun sebagian besar dari temuan penelitian telah menunjukkan bahwa sebagian besar mahasiswa Bahasa Inggris merasa sulit untuk meningkatkan kemampuan berbahasa Inggris, karena mereka terbiasa menggunakan bahasa asli mereka dalam kehidupan sehari-hari.Berdasarkan kondisi tersebut, penulis dalam artikel ini mencoba untuk memecahkan masalah dengan menawarkan satu strategi mengajar dengan permainan (games), karena belajar bahasa dengan permainan diyakini dapat memberikan efek positif dan pembelajaran yang menyenangkan kepada siswa dalam mengembangkan kemampuan berbicara mereka .

Kata Kunci: *permainan, speaking class.*

INTRODUCTION

In English speaking class, the teacher must plan activities for the English speaking class room to lead students to greater proficiency in English. Good classes are the result of careful planning, without preparation or advanced conversation class, specially the most unstructured type of class will fall flat on its face.

This paper presents games with a little planning will help to create motivating classes. Most of these games need teacher pre-class preparation in

terms of materials, for example pictures, cards, charts, handouts, etc. and class readiness, it means students' ability in lexical and grammatical structures. These activities are designed to give practice in the vocabulary and structures that students are already familiar with, the teacher should review these with the class before beginning any game in which they are to be used. For this game, classes should be planned with a minimum of formal drilling and a maximum of activities that make the students forget that they are in a classroom.

Teaching speaking is to teach the students of ESL to Produce the English speech sounds and sound patterns. Students are hoped to be able to use word and sentence stress, intonation patterns and the rhythm of the second language. They are also hoped to be able to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter and organize their thoughts in a meaningful and logical sequence. Students are hoped to be able to express values and judgments, use language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003)

One of the ways students to speak is game. Students act in various social contexts and have a variety of social roles. In activities of games, the teacher gives information to the learners such as who they are and what they think or feel (Harmer, 1984).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking used a communicative approach which is used in some activities to practice English communicatively. It also has important role for students who learned a foreign language because it would enable them to communicate in the language (Martono, 2009:11).

In this article, the researcher used the descriptive qualitative approach because qualitative research is natural as it has natural setting, qualitative research is descriptive, qualitative research concerned with the process rather than simply with outcomes or products, qualitative research tend to analyze their

data Inductively, and meaning is of essential concern to the qualitative approach. It focused on to understand and interpret the utterance meanings and subjects' intentions that underlie each statement as mentioned by Bogdan and Taylor (1975). (Frankel and Wallen, 1993: 399; Titscher et al., 2000: 55-56). Frankel and Wallen suggest that textbook, essays, newspapers, novels, magazines, articles, cook books, advertisements, and pictures can be analyzed in various ways (Bell, 1987: 55-57)(Ary, 1979:304).

Teaching techniques refer to particular strategy used to accomplish the objectives of teaching. Strategy refers to a general approach or plan; tactics refer to the methods used to carry out strategies in particular situations, and techniques are the procedures used to carry out the tactics (Callahan and Clark, 1982:5).

LANGUAGE GAMES

Language games is the term of refers to the models of primitive language that Invent to clarify the working of language in general. It refers to games that children which enable them to learn the language (Wittgenstein). So it can be said that language games not only function as time filling activities but also they can bring some educational values that enable the children to learn the language. While Mc Cabe (1992) defines a language games as a spoken routine for two or more players, meant to be repeated many times. This implies that such repetition will enable the children to communicate effectively since playing language games will help the children to develop language and thought. In the activities of language games, the children will develop their ability to say what they mean to say and to express themselves clearly.

From the definition above, it can be seen clearly that language games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way. In short, it can be said that language games are able to help students use and practice the target language in a relaxed way.

The Benefit of Using Language Games

In the previous discussion, it is explained that as a teaching technique, language games are not just time filling

activities in the class, but also have a great educational value. Lee (in Uberman,2002) holds that most language games make learners use the language instantly without thinking about the correct form of the language itself. So at this phase, the language games can lower students' anxiety in using the target language, they are also highly motivating and entertaining so that the shy students will get more opportunities to express their opinion and feeling.

Further suppport comes from Zdybiewska (as cited in Uberman,2002), she believes that games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to that statement, Kim (1995:35) presents six advantages of using the language games in the classroom, which are:

1. games are motivating and challenging.
2. games are as a welcome break from the usual routine of the language class.
3. games help the students to make and sustain the effort of learning.

4. games provide language practice in the various and integrated language skills.
5. games encourage students to interact and communicate to each other.
6. games create a meaningful context for language that is being learned by the students.

In line with (Kim, 1995) also believe that through playing games, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stres, the students can learn a lot in learning the target language. While Wright et al.(1984) write that games can help the teacher to create contexts in which the language is useful and meaningful. The learners who want to take part in the activities, must understand what others are saying or or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all

language skills and the use to practice many types of communication which is in line with the objectives of the teaching skill.

Games Activities to Promote Speaking

Get-acquainted activities

Get-acquainted activities exercises can be practiced for situations in which the students in class do not know each other for introduce their self. Therefore, these are particularly useful for the first meeting of the class; students can get to know their classmates, as they able to introduce their self. This activities are not limited in a situation students do not know each other; they are having excellent communication exercises that can be used productively anytime during the course.

1. Circle chat

The students form two concentric circles, with the students in the inner circle facing those in the outer circle. Each student can introduces himself to the person directly in front of him. Then the teacher announces a topic that the students must discuss with their partners. After about two minutes, the teacher gives

a signal for the class to stop (bell or whistle is helpful). The students at the in the inner circle move a view steps to the left to find new partners. The students introduce them self and the teacher present new topic for discussion. Before the class, the teacher should prepare some topics in advance according to the level of education, the age and interests of the students. The following are some of the topics that can be used by the students at their practical speaking.

1. Introduce your self.
2. What are your hobbies?
3. Where are you from?
4. What do you do?
5. Identifying people
6. Your plans for the future
7. Have you ever visit object tourisms.
8. Can you describe it?

2. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating.

Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add

from four to ten sentences. Students can add new characters, events, descriptions and so on.

3. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

4. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

5. Storytelling

In this story telling games, students can briefly summarize a fairy tale (Cinderella, Pinkie, Snow White etc), Fables (Smart Parrot, Rabbit And Bear) or story they heard beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

6. Picture Describing

In speaking abilities using games, students make use of pictures. Students are asked to bring pictures from home in a speaking activity, and then teacher asks to tell the story in the pictures to his friends in group, for these activity, students can form groups and each group tell different picture. Students discuss the picture with their groups, then a speaker in each group describes the picture to the whole class.

This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

7. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel (Harmer, 1984).

8. Simulations

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a doctor she can bring stethoscope, if she is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which it means they do not have to take the same responsibility.

9. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

10. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Suggestions For Teachers in Teaching Speaking

Here are some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track

and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

CONCLUSION

Games in Teaching speaking class is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to game techniques in teaching speaking. Rather than leading students to create and provide a rich environment where meaningful communication takes place is desired. With this aim, various game speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These game activities make students more active in the learning process and at the same time

make their learning more meaningful and fun for them.

Wittgenstein: *Philosophy*. Cambridge University Press, 2001, pp. 231.

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