TEACHING SPEAKING USING JENGA GAMES TO STUDENTS OF SENIOR HIGH SCHOOL AL-FATTAH SIDOARJO

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Abstract
This research purposes to describe how the teacher teach speaking using Jenga Games in the class, to describe how the progress of the students' responses to the speaking for describing historical places in teaching speaking. This study used descriptive qualitative method. The data were taken from the tenth grades students of SMA AL-FATTAH Sidoarjo, class X MIPA with 30 number of students. The data collecting technique used observation field note, observation checklist, and questionnaire. From the result of observation, can be found that the Implementation of Teaching Speaking Using Jenga Games were, first, the teacher gave some pictures of adjectives used in describing place. Second, the teacher asked to the students to describe pictures in pairs, then they presented their description of the pictures in front of the class and gave feedbacks. In consequence, all of the students directly understood and corrected their mistakes. Based on the questionnaire there was 65% of the students who answered "YES". It meant the students were feeling enthusiastic and enjoyed to learn speaking English, especially in the Implementation of Teaching Speaking Using Jenga Games. It showed that the teaching speaking using Jenga Games for describing historical places in the class was enthusiastic.
Keywords: Teaching, Speaking, Jenga Games.

INTRODUCTION

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. Speaking is the delivery of language through the mouth. The facts showed that the tenth grades students of SMA Al-Fattah Sidoarjo, class X MIPA with 30 number of students were lack of speaking ability. This was said by their teacher. The ability functions to express our ideas, feeling, thoughts (Hornby. 1995: 826). The functions of speaking skill are to express an idea, feelings, thought, and expressions spontaneously by orally. Speaking is probably the language skill that most language learners wish to perfect. Speaking have a closely relationship with listening. The students must be able to listen and speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea. According to Chaney (1998:3), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts.

Teaching speaking is the activities to promote speaking in language teaching (Kayi, 2006:1). The goal of teaching speaking skills is to communicate efficiency. Teacher should be able to make students understand. The teacher should try to avoid mistake in the deliver idea due to faulty pronunciation, grammar, or vocabulary. (Burnkart. 1998:2). Teaching speaking, in conclusion, is the way for students to express the emotions, communicative, interact to other students in any situation, and influence the others. In teaching speaking it is necessary to have clear understanding involved.

On the other hand, technic of teaching has an important role in teaching learning process. The teacher must use the appropriate technic in teaching learning process that can make students easy to dare to speak. Game is one of technic of teaching that can make students feel enjoy in learning. There are many games which can be used in teaching learning process. According to *Costikyan, Greg* (1994) A game is a form of art in which participants is termed players, the players make decisions in order to manage their creativity through game skills in the pursuit of a goal. Games are sometimes playing purely for entertainment, for fun and sometimes for achievement or reward as well. Students can be play alone, in teams, or online. One kind of game is Jenga Games. By Jenga Games, the teacher can

mentally test the student to think strategically. As we know that in daily life, students should familiar with Jenga Games.

Jenga is a game of physical skill created by British board game (Walsh, Tim 2004). Players take and remove one block at a time from a tower constructed of 54 blocks. Each block is removed by the players, then is placed on the top of the tower creating a progressively taller. Jenga Games is a kind of games for small and large group. Based on the explanation above, the researcher concludes that using daily game like Jenga Games can be useful media in mastering speaking ability for the students in senior high school because it can make the students' dare to speak out in answering some questions in the Jenga Games.

The researcher identified several problems on the implementation of Teaching Speaking Using Jenga Games. Referring to the several problems, the researcher formulated the statements of the problem to highlight the research were:

1. How does the teacher implement teaching speaking using Jenga Games to senior high school Al-Fattah Sidoarjo?
2. How do the students' response the implementation of teaching speaking using Jenga Games?

Related the research problem, the scope of the research of this study was the tenth grade students of SMA AL-FATTAH SIDOARJO in the X-MIPA which had 30 students and only focused in speaking. While the limitation is just focused on speaking using Jenga Games technique.

METHODOLOGY

This research used qualitative descriptive research, because it described about the teacher implementation of teaching speaking using Jenga Games and student responses of teaching speaking using Jenga Games. According to Sugiyono (2010:3), the research method is a natural way to get a data for a special purpose and function. In addition, Bogdan dan Taylor Moleong (2003:3) defines that qualitative research is research procedure that represents the descriptive data such as word in speaking and oral from the people and the behavior that can be observed.

The subject of the study were the English teacher and the Tenth grades students in academic year 2019/2020 of SMA Al-Fattah Sidoarjo, class X MIPA with 30 number of students. This research chose them as the subject of the research because according to the teacher their students were lack of speaking English ability, they always refused to speak English. They were chosen as the subject of teaching speaking using Jenga Games. It supported by Lazarato (1994: 36) it is important that you carefully identify the subject characteristics relevant to your study and that the subjects match that description.

The source of data was taken from the notes on the field note about teaching learning process, it was implemented by English teacher in teaching speaking to students using Jenga Games in the classroom, and the students' responses were taken from filled questionnaires. The data of this research became the result of observation which included the implementation of teaching speaking using Jenga games and students' response. The researcher himself was the key instrument of this study. In collecting the data were used some instruments. They were: field note, observation checklist, text book, picture of tourism places and questionnaire. Arikunto (2000: 134) revealed the instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easier. The teaching and learning process was observed while taking notes for all of the important information during the implementation of Jenga Games. Here, the observation checklist was used to observed the events that was perform during the teaching and learning process. Furthermore, the questionnaire is the most widely used technique for obtained information from subject. A questionnaire had the same question for all subject. The observation used questionnaire to know the students' response in teaching speaking using Jenga Games.

The data in this study were analyzed by using several steps. The teaching-learning process from beginning to the end were observed then were recorded used field note, the researcher took some notes that tells about the situation of the teaching-learning process when the Jenga Games was applying in the class, the researcher took note the students' answers from the student's performance and questionnaire, then made a conclusion from the analysis used descriptive explanation, the data gained from the questionnaire, which was the form of students' response and analyze the data using percentage technique, after finishing all the

steps, all the data were concluded into a conclusion. The researcher made conclusion related to the statement of the problem.

FINDINGS

The Implementation of Jenga Games

The researcher did in two meeting to apply Jenga Games. The first meeting on February 19th 2020. The time for teaching learning process was 2x45 minutes. The class began at 11.30 a.m. – 12.00 a.m. The class was X MIPA, it consisted thirty students. First the teachers started greeting to all of the students, before learning process teacher checked the attendance list and asked who were absent today. Before started a lesson, the teacher prepared the material and media that would be used to deliver the materials, and the students prepared a book. Then the teacher went right to the middle of the class because the students were crowded, she asked them to go back to their seat and reminded them to be quiet. The teacher told the class that the main activity was about descriptive text: "Wonderful Indonesia", then she started asking students to open English textbook "Wonderful Indonesia" tenth grade page 53. With the teacher's guidance and direction, the students identified the characteristic (social function, generic structure) of descriptive text to check understanding and the responses. Next the teacher opened the next slide, it was the generic structure of the Descriptive Text. While she explained about the slide, all students kept silent and paid attention to her, they had good attitude. The teacher explained the generic structure & social function of descriptive text and she gave examples of descriptive text and asked students to analyze it. After that she asked student whether the students had understood, the teacher asked students to choose one picture about tourism place in that book then work in pairs to make a simply dialogue for understanding with the responses in English. The teacher gave opportunities for the students to ask question when they found difficulties in using the word. After that, the teacher corrected the students when they mispronounced some words and asked them to practice pronouncing it. She also corrected the grammar and pronunciation mistakes only if the sentence were not understandable. All of the corrections were directly done but not often in order not to discourage the students. Good presentations in speaking were always appreciated to the students by saying "good" in order that the students were

always motivated to be active to speak English without any hesitation. The bell was ringing, it was a sign that the English Lesson was ended at 11.40 am. and the students had practiced Work in pair describing about Wonder full Indonesia in the class. Before ended the lesson, the she reviewed the material that students had learned that day.

The second meeting was held on Wednesday, 26th February 2020. It took 80 minutes. It commenced at 10.00 a.m. and ended up at 11.40 a.m. The teacher started greeting to all of the students, before learning process and checked the attendance list then asked who were absent today and review the last material. In the second meeting the students did not complete because half of them participated the other activities of the school. At the first time, the teacher entered the class; she went right to the middle of the class because the students were crowded and asked them go back to their seat and reminded them to be quiet when teaching learning were processing then asked students to take out English book, when teaching learning were processing the teacher needed the LCD, Laptop, then she asked the student to prepare. The teacher reviewed the previous lesson, she was explaining the learning objectives to be achieved. The teacher gave students a video that related in the lesson and asked them to observe the video that had been given about it, with the teacher's guidance, the students wrote down on paper about the expression of checking for understanding with the responses in that video. Like with the previous lesson, the teacher asked students what places were shown in the video and the students answer one by one. The teacher asked the students to play Jenga Games, the teacher divided the groups of girls and boys, the teacher gave instructions on how to play Jenga Games, then the teacher gave a "warming up" of playing Jenga Games, after that, 5 female students and 5 male students played Jenga Games accompanied by the teacher, the students were very enthusiastic and happy, the teacher took the student turn one by one for their appearance. In conclusion, in the last meeting the students presented historical place using Jenga Games and the student explained one by one in front of the class. The teacher gave a feedback to them after that, then, the teacher gave students questionnaire in order to find out the student's response after using Jenga Games in speaking activity.

At last the bell was ringing, it was a sign that the English lesson was ended at 11.40 am. and the students had practiced Jenga Games in the class. Before ended the lesson, the teacher reviewed the material that students had learned in that day.

The Students' Responses on the Implementation of Teaching Speaking Using Jenga Games

At the end of the study, the teacher gave the students a piece of paper of the questionnaire of learning process, then, the researcher asked them to fill them by themselves without any compulsion from anywhere. There were ten questions to be answered. The task of students only answer "yes" and "no". The question classified into 2 criteria. The first was about English lesson that contained 3 questions. The second was about speaking English using Jenga Games that contained 7 questions.

The Students' Responses The Implementation of Teaching Speaking Using Jenga Games In Graphic
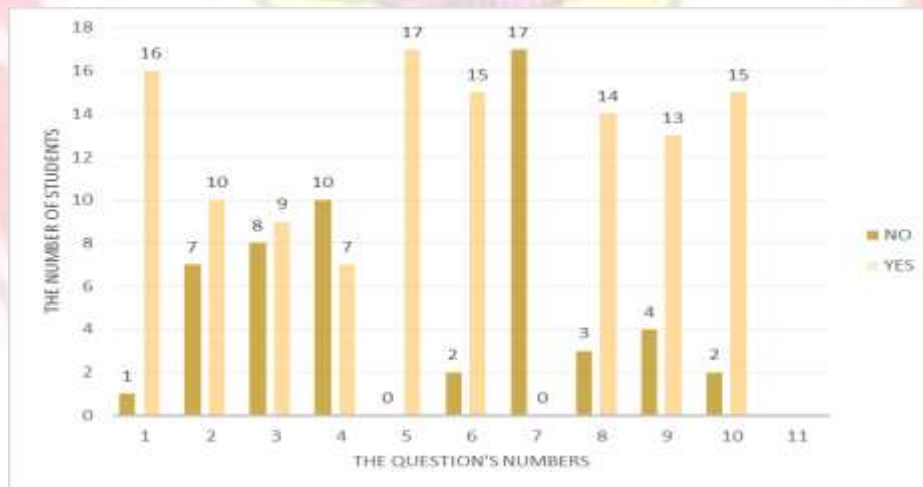

Figure 1. The percentage of students' responses

From the result, the researcher find 65% students are interested in teaching speaking using Jenga Games. The students feel happy about the material, the method is interesting and happy when they speak English.

On the other hand, 35% students were not interested in teaching speaking using Jenga Games. The students do not feel happy about the material, and the method is not interesting. It was not matter, because most of the students are interested in teaching speaking using Jenga Games.

CONCLUSION

Based on the analysis of findings and discussion, the researcher concluded that: The implementation of teaching speaking using Jenga Games was run well. At the first time, the teacher gave some pictures of adjectives used in describing place. Next, the teacher asked to the students for describing pictures in pairs then they presented their description of the pictures in front of the class and she gave feedbacks. All of the students directly understood and corrected their mistakes. It can be concluded that the research of Teaching Speaking Using Jenga Games to Students of Senior High School Al-Fattah Sidoarjo was affective to teach speaking. From the result observation, the researcher said that teaching speaking using Jenga Games could make them confident to speak without being worried about the vocabulary ad structures mistakes.

Based on the student's performance on speaking, the researcher could say that the students enjoyed their speaking for describing place and historical place. Teaching speaking using Jenga Games also made the students feel confident and brave to speak English. Based on the students' responses, it could be said that the teaching speaking using Jenga Games in the class was enthusiastic and was fun.

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