

**THE USE OF “WHO AM I” GAME IN TEACHING
ENGLISH AT
SMK ROUDLOTUL ULUM LUMAJANG**

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ABSTRACT: This research is undertaken to describe the use of “Who am I” games in teaching English at *SMK Roudlotul Ulum Lumajang*. The data were obtained through interview guide, observations sheet, and questionnaire. The findings showed that (1) there were five games used by the teacher, (2) there were several problems faced by the teacher while conducting the games (3) almost all of the students gave positive responses toward the use of games in teaching English.

Keywords: “Who am I” game, Teaching of English.

Teaching English in Indonesia has been compulsory in junior and senior high school until the higher level intuitions in Indonesia. The purpose of teaching English to high school students is to direct the students to apply the language in the daily school communication, even outside the school. By mastering English, the high school students are expected to be able to take part in social live and able to communicate even gain information which is mostly using English as medium. In senior high school, the teaching of English should emphasize the students to achieve high proficiency in four skills, i.e., listening, speaking, reading, and speaking according to the literacy level as stated in Law of National Ministry of Education No 22 year 2006. In line with the ultimate goal in English teaching, the English Curriculum (2004) states that language competences which the senior high school students are expected to master are directed particularly at the informational level among the other three levels, which are performative, functional, and epistemic.

Unfortunately, in real condition it is still difficult for teachers to encourage their students to learn English because of some reasons, they are: the shyness of students in performing their ability, large students in a class, and practically the students are not exposed to hear and use English everywhere and all the time. Since language learning is a hard task, teachers are now faced a big challenge to find techniques and ways so that the students can be active in learning English.

One of the techniques that can be used is by using games (Richards & Rodgers, 2001). By using games teachers will create an atmosphere that will enhance the students’ desire to learn the language. The students learn better when they have the feeling that they are making progress and games provide opportunity for students to practice and omit their fear. It is supported by Ersoz (2000) who believes that games are highly motivating in foreign language teaching because they are amusing and interesting they can be used to give practices in all language skills and can be used to practice all types of communication. Wright, Betteridge, & Buckby (2005) mentions that games provide a context for meaningful communication, which takes place as the students seek to understand how to play the game and as they communicate about the game. By doing games learners are offered a density of communicative

language practice as conventional drill exercises, but in a rather meaningful way by working language as living communication to convey information and opinion. By doing so, learners are immersed in using the target language in all four skills, which assists them to better internalize a new language.

There are hundreds types of games that can be used in English Language teaching. Hadfield (1999) explains two ways in classifying language games. First, she divides the language games into two types: linguistic games and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focused on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

According to previous study, it was known that the teachers in *SMK ROUDLOTUL ULUM* have implemented games in their teaching.

Therefore the researcher decided to conduct the study “The Use of “Who am I” Games in Teaching English” at *SMK Roudlotul Ulum*. To be more specific this study is aimed to: (1) describe games are used in Teaching English, (2) describe the problems faced by teachers in using games, (3) describe the students’ opinion toward the use of games.

METHOD

This study belongs to descriptive research and it is classified into a case study. According to Bogdan and Biklen (1982) a case study is a detailed examination of one setting, or one single depository, or one particular event.

This study was conducted at *SMK Roudlotul Ulum Lumajang* which is located in Jalan Tunjung Kabupaten Lumajang. The subject of this research were three English teachers which were chosen based on head master’s recommendation and four classes of students Grades X. The data were about the phenomena of the use of “Who am I” games in teaching English which covered the use of “Who am I” games in teaching English and how are they implemented, problems faced in using “Who am I” games in teaching English and the students’ opinion toward the use of English in teaching English. The data were obtained from observations in class, interviews with the three English teachers and questionnaires for students. The source of data was English teachers and students.

In this study, some supporting instruments were used to help the researcher collect and analyze the data. The supporting instruments were observation sheet, interview guide, and questionnaire for students. The observation sheet was used by the researcher to observe the situation in the teaching and learning process in classes which were done three times from February 29th to March 22nd 2012. The observation sheet consisted of five columns. The column to be filled consisted of date, kind of games, teacher’s activities, students’ activities, and notes. An interview guide was used by the researcher to collect information about the use of “Who am I” games as one of techniques in teaching English at *SMK Roudlotul Ulum Lumajang* and administered to the three English teachers of Grade X. The interview guide consisted of nine questions and was conducted in *Bahasa Indonesia* in order to avoid the misunderstanding due to possible interpretation. The questionnaires was administered to the students and consisted of ten questions which were used to obtain information of students’

opinion or impression of using “Who am I” games in teaching English. The questionnaires were distributed to the students of Class X APK.

The data gained from data collection were analyzed through three stages namely data reduction, data presentation or display, and data interpretation. In the first stage the data from the observation, interviews, and questionnaire were reduced and selected, the relevant data were analyzed while the irrelevant data were omitted. In second stage, the researcher presented the data. It was done by identifying, classifying, arranging, and explaining completely, systematically, and objectively. The data obtained were classified to answer the research problems. The findings were displayed in this order: (1) Kinds of games used in teaching of English and the implementation of “Who am I” games in teaching English at *SMK Roudlotul Ulum Lumajang*, (2) the problems faced in using “Who am I” games in teaching English at *SMK Roudlotul Ulum Lumajang*, and (3) the students’ opinions in using of “Who am I” games in teaching English.

In the last stage, the researcher gave meaning and interpretation to the data. In this context, the researcher gave meaning based on review of related literature. The result of this study was concluded and presented in the form of specific and brief description.

RESEARCH FINDINGS

The research findings were analyzed in accordance with the research problems. In line with the research problems this research findings and discussion present some points based on data analysis, they are: (1) kinds of games used in and the implementation, (2) the problems faced in using of “Who am I” games in teaching English, and (3) the students’ opinion about the use of “Who am I” games in teaching English. The findings in this research were described qualitatively.

Kinds of Games Used and the Implementation

There were several games used by the English teacher and they were categorized based on the purpose. The following were the kinds of games used based on the purpose:

- Games for assessing the students

Based on the interview with the teacher and the observation, there were some games used to assess the students. These games were:

- Jeopardy

This game was adopted from television quiz show and adopted into language game for educational tool. The rules of this game were simple. Teacher would show a board consisted of some categories. Each category had different value. The students had to choose one of the categories and the teacher then revealed the clues (question) hidden. The students had to answer it to get the score. The objectives of this game are: to find synonyms, to find antonyms, and to answer questions related to the text such as the main ideas, the characters of story, and the organization structure of the text.

- Guess the Word

Guess the word was originally created to improve students’ vocabulary mastery. The teachers modified the game so it can be used to assess the students to find synonym or antonym or words, analyzing the structure of a text, and understanding a text. The rules of the game were simple: the class was divided into some groups and each group would play at one time, each group will be given

eight words and they had to be guessed in 5 minutes with clues given by the team, the clue given should not use the word which was being guessed.

- Games for developing students' vocabulary/ for drilling a particular language item

These games were conducted by the English teacher to develop students' vocabulary or practicing a specific language items. These games were:

- Spell Your Word

This game was aimed to develop students' vocabulary and correct pronunciation. The teachers sometimes used this game as an ice breaker or as infilling extra time. This game was played in groups. Basically the groups will make a line and took a paper out of a box or bottle and spell the word. If it was right then the group would make a score, if not the player had to sit back.

- Rolling Box

The game was intended to obtain students comprehension in grammar that had been learned and it was created based on the collaboration of the teacher and students' creativity. The rule of the game was simple. All students had to stand up in circle and they had to roll the box with a song played by the teacher. When the song stopped, the student who held the box had to take one of rolled papers and did the task given by the teacher.

- Games for delivering the material

This game was called "Chain Writing" and used by the teacher to teach the students how to write a text. Before writing the students were given the knowledge about the structure of the text and the purpose of the text. The teacher gave a topic for students. The students would write in a group of four and exchanged the writing with other groups and did peer assessment. In the end the teacher would give feedback and correction.

Problems Faced in Using Games in Teaching English

Based on the findings by interviewing the teacher and the observation, the problems which were faced by the teacher were as follows:

1. The management of time was not really good because of unprepared material and technical problem.
2. It was difficult to find suitable material for playing games.
3. The criteria of assessment were not clear.
4. Sometimes there was not enough room for students to move around and the voice level could disturb other nearer classes.
5. Some of students who were really lack of motivation often did not participate in the games, especially when the games were done in groups.

The Students' Opinion about the Use of "Who am I" Games in Teaching English

In this part the researcher described the students' opinion toward the use of games in teaching English. To do this, as stated in the previous chapter, the researcher used questionnaires. There were ten questions and categorized into two parts. The first three questions were intended to ask about the importance of English, and the rest were focused on the obtaining information about students' impression toward games.

From the questionnaires related to the teaching English for students, 9.37 % of students liked it very much about the teaching of English at *SMK Roudlotul Ulum Lumajang*, 9.37 % of students did not really like it, and 86.7 % liked the teaching of English at *SMK Roudlotul Ulum Lumajang*. Next point was related to the attractiveness of English teaching

at *SMK Roudlotul Ulum Lumajang*. 6.25 % of students thought that the English teaching was not really interesting while 93.75 % of students thought that English teaching was interesting. Then 14.06 % of students agreed in using of “Who am I” games in teaching English and the rest as much as 85.94 % choose very agree in using “Who am I” games in teaching English. There were 85.94 % of the students who were very interested in the use of “Who am I” games and the rest were interested. In addition from the table below, it could be seen the student’s preferences of game they liked the most.

Table 1.2 The Result of Students’ Preferences What Games They Like the Most

Games	Percentage	Reason
Jeopardy	15.63 %	The material was interesting and the instruction was clear
Spell Your Word	18.75 %	Most students thought that the game was easy enough
Guess the word	18.75 %	Students liked the competitive part in the game
Rolling box	12.5 %	Most students thought that by doing the game the job of memorizing and using the tenses was easier because fun
Chain Writing	18.75 %	The students thought that the writing became fun because it was done by group.

Form the next point in the questionnaire, it was known that 62.5 % of the students thought that games were helpful for them to foster their English ability, while 31.25 % of the students thought that games were helpful to improve their English ability. In other hand 21.88 % of the students often had difficulties when playing games, while 78.13 % of the students sometimes had difficulties when playing the games during English lesson. In the last question, the researcher gave open question to the students about the problem when using playing the games. It was known that the students’ difficulties were: (1) the students often had difficulties in making sentences in such games; (2) the students did not have many vocabularies; (3) the difficulty level of game; (4) the instruction was not clear so it was difficult to understand how to play the game; (5) the students lacked of concentration; and (6) the game was new and not popular.

DISCUSSION

This part presents the discussion of the research findings in light of relevant theories and previous studies. It is presented in accordance with the research questions.

Kinds of Games Used and the Implementation

Games were used to encourage learners to explore the target language. Hadfield (1999) states that the use of games in teaching also had some functions as it were called as “serious fun”. By doing games in classroom the teacher asked the students to learn and at the same time also enjoy themselves. Stated by Lee in Dalton (2006) by using games in the teaching, teacher not only found it as one way to deliver the material in fun way but also as practice for students to improve their ability including speaking, writing, reading, and listening. Wright,

Betteridge, and Buckby quoted from Wang (2010) states that many games were designed to offer learners a density of communicative language practice as conventional drill exercises such as question-answer and repeat after me, but in a rather meaningful way by working language as living communication to convey information and opinion. By doing so, learners were immersed in using the target language, which assisted them to better internalize a new language. It was because by doing games the students would not feel intimidated or shy when learning English. Dalton (2006) mentions that activities structured as games can provide concrete practice for learners, while reducing the tension and anxiety often encountered during the learning process. These games helped to boost motivation, particularly cooperative games, and were easily adjusted in difficulty to reflect the learning levels of the students. Games such as Jeopardy, Guess the Word were also way to make sure all learners were included in the learning effort, not only a few highly motivated or extroverted students. Because the games which were used often based on real-life activities, they offered an opportunity to practice the realistic use of language to communicate.

Problems Faced in Using Games in Teaching English

Harmer (2001) states that games are used to provoke the communication among students. But in fact many students still learned how to speak and the objective of creating meaningful communication still became a long time task for teachers. Besides that, the students' fear of negative evaluation and the concern of being negatively judged in public, and which was one of the main factors inhibiting language learners from using the target language in front of other people. In addition Chen (2005) states that while playing games, the learners' attention was on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants would do all they could to win. For teachers, using the game-based platform in class was sometimes a real challenge. On the other hand, it was found that some teacher did not have any well arranged lesson plan so that the teaching and learning process sometimes did not meet the objectives made and turned out to be unprepared.

The Students' Opinion about the Use of Games in Teaching English

The percentages of students' opinion of using games particularly showed their positive responses of using games as one teaching techniques. Games made some materials more understandable, because the students really enjoy the learning. The students thought that games like "Spell Your Word" was already known and popular so they had no difficulties in playing the game. While "Guess the Word" and "Chain Writing" were amusing and challenging so that students tend to like them. While the students felt relax and enjoy the teaching and learning process in classroom it was easy for teacher to teach the target language. In other hand, some of the students seemed to have their difficulties when playing games. One of the reasons was the students' lack of vocabularies.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conclusions were drawn related to the research problem of the study about how the use of “Who am I” games in teaching English at *SMK Roudlotul Ulum Lumajang* was. The conclusions were:

- There were several games used by the English teachers at *SMK Roudlotul Ulum Lumajang*. There were five games observed, they are: “Jeopardy”, “Spell Your Word”, “Guess the Word”, “Chain Writing”, and “Rolling Box”. These games were used to deliver the material, to assess the student skill in understanding the text, and to revise previous material, such as grammar.
- There were several problems faced by the teacher. Some of these problems were occurred while the teaching and learning process. The problems were: (1) time management, (2) assessment, (3) lacked motivated students, (4) place, and (5) finding suitable material for games. The teacher did not have any well arranged lesson plan either.
- Almost all of the students gave positive respond toward the use of games in teaching English. The students thought that games helped them to understand the material easier and games could reduce boredom. Student felt relax when learning English by using games.
- It was also found that students faced some problems when playing games. Most of students refer to the lack of the vocabulary as a hindrance in doing games. Students thought that vocabularies were used a lot when they had to play games.

Suggestions

There are some aspects that need to be taken into consideration based on the findings and the discussions for the improvement of the use of games in teaching English at *SMK Roudlotul Ulum Lumajang*.

First, it is suggested for the teachers to give more attention toward the students who lack of motivation. The teachers also should make a well arranged lesson plan that covers games so the problem such as material and time management could be reduced as much as possible. While doing games it is not always be done in a classroom, the teacher can ask the students to play the games outside the classroom when the game needs bigger room for the students to move around or the class can be moved into main hall. The teachers are also suggested to give clear instruction on how the students would be assessed or scored. The teachers can make scoring rubric and tell the students the criteria of assessment.

For future researchers it is suggested to conduct the study on the improvement of the English teacher’s personality, since it is important for teacher to develop their personality because teaching needs improvement and so does the teacher, also the study which is focused on the making of good English lesson plan.

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