

THE IMPLEMENTATION OF ROCK PAPER SCISSORS GAME FOR TEACHING SPEAKING AT INDOCITA FOUNDATION MALANG

Annisaus Shofia Bella¹⁾, Trisnian Ifianti²⁾

¹⁾ Indocita Foundation

²⁾ IKIP Budi Utomo

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CORRESPONDENCE

Phone: 089234432123

E-mail:
annisausshofiabella@gmail.com

A B S T R A C T

This study aimed to describe the implementation of rock paper scissorss game in teaching speaking at Indocita Foundation Malang. English is the most prime language in the world. Speaking is the core of language learning also one of the most important skills in English to be developed and enchanced as means of effective communication. The approch used descriptive qualitative method where 35 students of junior high school especially nineth grade at Indocita Foundation Malang participated. The data collection used observation, interview and questionnaire. The result showed that the implementation of rock paper scissors game helped the students to motivate or treat the students to produce the voice immediatly. Rock paper scissors game also could motivate the students' to be brave to speak up in English speaking class. This game in teaching speaking made the students realized that the students might have compete with other members' group and the students got more effort to be the winner in finishing the game soon. The rock paper scissors took the students attention with the colourful papers in front of them which the students touched while students were speaking up. The problems were faced by the students during the process of implementation of rock paper scissors game in teaching speaking at Indocita Foundation Malang such as 1) cooperation with the member's of the group 2) lack of vocabularies 3) lack of fluency.

Introduction

Language has an important role in our lives in society. Language is used to communicate in everyday life. Without language people can not communicate, can not understand each other and also know what others mean supported by Wibowo (2001) language is a meaningful and articulated sound symbol system produced by utterance which is arbitrary and conventional in nature, which is used as a means of communication by a group of people to give birth to feelings and thoughts. Likewise they can not build up togetherness with each other. English is the most prime language in the world. On the other hand, rapid globalization, English is holding in many sides such as jobs, politics, culture, communication, economics, education, etc. In rapid globalization, English is holding in many sides such as jobs, politics, culture, communication, economics, education, etc.

According to Kosar and Bedir (2014)said that speaking is the core of language learning. There is an assumption that successfulness in language learning is discovered by accomplishing acquisition in speaking. Based on Oxford Dictionary (2017), speaking is the action of conveying information or expressing someone's feelings in speech. That means that speaking cannot be immediatly applied without the art of listening or imitating others, the closest people are the environment. Once accustomed to listening, we will automatically do the talking interaction itself. Not only speak the mother tongue, the national language but

other languages namely foreign languages that do not escape from habituation in learning this.

According to (Ahmadi, 2017) speaking is one of the most important skills to be enhanced as means of effective communication. Speaking for most people is considered the most difficult skill because it covers many aspects of the ability to speak English including pronunciation, listening, grammar, vocabulary as well. Most of the students are lack of motivation also they feel uncomfortable.

In preliminary study, the researcher observe the teaching learning process at Indocita Foundation Malang, the students find some difficulties in having communication with others.

The difficulties that faced by the students are the students low confident, do not know how produce the right pronunciation, less habits to speak English actively and consistently, the students seemed think quite long what they will produce, lack of vocabulary owned. The other expert Misirli (2007) said that games stand as a group of tools of language learning in real life. It mean that a game can be an effective way in learning a new language which can be created based on our real life. Games also help encouragement for students to interact, communicate and prop up the effort of learning and they provide a meaningful context for language use, generate fluency, lower anxiety and introduce fun and relaxation.

From, that statement it can be concluded that the game can influence the mind in producing sound that is expressed by students while speaking during the game and make students indirectly realize that they are playing while learning.

Research Method

In this research, the researcher used the qualitative research. The technique that used is descriptive qualitative research. Sugiono (2010) stated that qualitative method is the research which based on post positivism philosophy used to analyze of object condition naturally and the result of the research is more emphasize about the meaning more than generalization.

Ma'ruf Abdullah (2015) said that descriptive research as a research aimed at describing something that took place at the time of the study done and examine the causes of a particular symptom.

In this study, the researcher conducted the research at Indocita Foundation Malang that is located in Malang regency exactly on Pesantren street no. 29 Randuagung, Singosari. The population was the ninth grade of junior high school students, the sample was 35 students. The instrument which was used in this research is observation teaching learning process and questionnaire about the students responses. The data collection used documentation and interview.

Result and Discussion

Based on the research that has been conducted in Indocita Foundation Malang, the data analysis showed the students' responses. As the result, the implementation of rock paper scissors game for teaching speaking at Indocita Foundation Malang was good to apply in teaching speaking.

It can be showed from the result of data questionnaire, the students were more confident to speak English and their speaking were good by practicing using English. But, some of the students' still get difficult to speak automaticly. The rock paper scissors game was supported by good response of English students at Indocita

Foundation Malang which wanted to make the obligation to use English as their daily communication.

In this research, the purpose of the researcher focus on identifying the implementation of Rock Paper Scissors Game for teaching speaking at Indocita Foundation Malang. The observation and data taken, the researcher found that the teacher apply the rock, paper, scissors in the class to build up the enthusiasm from the students' speaking practice in the class with their friends.

Based on data found by the researcher in teaching learning process at Indocita Foundation, the researcher collected some data: It was conducted to know the process of teaching learning in implementation of rock paper scissors game in teaching speaking. The implementation was conducted in four meeting. The process of teaching and learning in implementation of rock paper scissors was observed. In the observation process, the observation checklist the teaching and learning process had prepared.

The implementation of teaching English speaking at Indocita Foundation, consist of various techniques, one of them is the teacher accompanies the students, the teacher introduces the theme to each group. Each group can contain 2 to 4 people or more. By using these one theme, the teacher gives space for stud explaining about a case, practicing conversation, shari ng knowledge with other groups or friends.

Steps to playing the rock paper scissors game in the speaking class: First, the teacher divides all students into 2 groups (A and B), then selects 1 person per group to become the leader or first player. Second, two student representatives from the two groups come to the front of the class then stand in front of the blackboard. Third, two students (representatives of groups A and B) use their hands to play rock paper scissors. Fourth, for 1 student who wins (such as A) the student can directly touch the paper attached to the blackboard and directly make sentences from the words written in the first paper.

Fifth, for the student who loses (such as B), the student must wait 10 seconds to start saying the sentence on the first paper. After the two groups compete making sentences verbally and continuously, at the end of the paper box. Students are asked to line up and change the next student from group representatives to move forward and practice making the sentence verbally and sustainable.

Conclusion

The process of teaching learning in implementation of rock, paper, scissors game in teaching speaking at Indocita Foundation can motivate the students.

All of the indicators and objectives could be achieve. It was a good method which can be implemented in English speaking practice. Rock, paper, scissors game was easy to be implemented by the teacher and the students, also it could change the students' motivation to be brave to speak up, interest, and participation in English speaking class. In this study was found the problem faced by the students during the proses implementation of rock paper scissors game in teaching speaking at Indocita Foundation Malang are: 1) cooperation with the member's of the group 2) lack of vocabularies 3) lack of fluency.

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