



IMPROVING SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS BY USING TRUTH OR DARE GAME

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Abstrak

Tujuan penelitian ini adalah untuk mempelajari bagaimana permainan Truth or Dare memengaruhi pengajaran keterampilan berbicara dan menjelaskan bagaimana permainan komunikasi memengaruhi keterampilan berbicara siswa. Anda mungkin ingat siapa yang menggunakan botol untuk menjadi "itu" dan kemudian memilih tantangan yang memalukan. Namun, yang terpenting untuk diingat adalah betapa menyenangkan permainan ini. Dan ketika Anda memainkannya di kelas ESL, permainan ini juga sama menyenangkan bagi siswa Anda. Yang dibutuhkan untuk memainkan permainan ini hanyalah sebuah botol yang dapat diputar oleh siswa untuk menentukan siapa yang bertanya dan siapa yang ditanya. Dan yang terbaik, permainan ini dapat diadaptasi untuk semua kelas dan semua tingkat bahasa. Oleh karena itu, kriteria keberhasilan telah ditentukan. Penting untuk dicatat bahwa permainan komunikasi memiliki dampak positif pada proses pembelajaran.

Kata Kunci: Teknologi; Aplikasi Kue; Keterampilan Berbicara

Abstract

The purpose of the study is to learn how Truth or Dare games affect the teaching of speaking skills and to explain how communication games affect students' speaking skills. You may have memories of who used the bottle to be "it" and then chose the embarrassing dare. But the most important thing to remember is how much fun this game is and how much fun it is. And when you play it in ESL class, it's just as fun for your students. All that is required to play this game is a bottle that the student can rotate to determine who is the questioner and who is asked. And best of all, it can be adapted to any class and any language level. Therefore, the criteria for success have been determined. It is important to note that communication games have a positive impact on teaching the learning process.

Keywords: Technology; Cake application; Speaking skills

1. Introduction

Four basic skills must be mastered to learn English. Spoken language is one of the skills that students must master in order to communicate in English. It is one of the ways to express thoughts, thoughts, and feelings, share information and build social relationships. This means that spoken language is very important for them to improve their verbal communication skills by expressing their ideas in real life. Torky (2006) pointed out that speaking is an interactive process of constructing meaning, involving the generation, reception and processing of information. Spoken language is also defined as the ability to express something verbally, coherently, fluently and appropriately in a given meaningful context, in order to use correct pronunciation, grammar and vocabulary and adopt the pragmatic and discourse rules of spoken language to serve the transaction And the purpose of interaction.

Researchers have discovered many similarities and difficulties students face when speaking English. According to researcher experience students will be ridiculed and laughed at by others friends because they do not know the pronunciation and grammar they use or read. Moreover, they also feel hesitant, not confident enough to express their thoughts due to the lack of vocabulary they have. And, for example, because of the educational learning activities offered in traditional ways, they are also bored with learning English. The teacher asked the students to play the texts they remembered. In addition, what you want to say is made up of teachers, so you cannot speak motivated. That is, just repeat the generated word. Later, these problems can make the student lazy or impaired in speaking ability.

Speaking is also the medium of transactions between the speaker and the listener. The speaker sends a message to the listener, and the listener responds to the information provided by the speaker. This activity provides an opportunity to share information and opinions and build good social relationships between speakers and listeners by building conversations with others. Teaching conversation skills to students can be difficult. Students accustomed to texting and social networking do not always have the communication skills they need for collages and network locations. English art and public speaking teachers use games as part of the overall communication curriculum and use games with students. It helps you enjoy while learning more about the importance of good conversation. According to Richards (2008), speaking has some functions in interpersonal communication. The interaction of speech can establish and maintain social relations between societies. It also functions as a transaction device, focusing on exchanging information. In addition, he added that the purpose of speeches can be interactive speeches, trading speeches and performance speeches. Each of these speech activities is very different in form and function.

Truth or Dare is an oral party game that mainly requires two or more players. Players can choose between answering questions truthfully or "dare", both of which are set by other players. This game provides students with the opportunity to learn while playing interesting games in the classroom. The use of games in learning English is very important, allowing students to easily understand the material. Truth or Dare may be the best quiz game for getting to know your friends. You can learn new things by asking embarrassing questions, but if you have no idea about the question to ask, please use our generator to get random questions.

If you want to play with your crush remotely, you can even send questions via text. Truth or dare works best as a warmer or cool down when you have a few extra minutes. The excitement of predicting who the bottle points to can also make the quietest student jump up and down, making it suitable for shy students as well. One of the biggest advantages of this game is that students can naturally adapt to their language level. Students ask questions based on what they know. Teachers can also create cards that will guide you to practice new languages and grammars that you are familiar with. What you need to prepare in advance to avoid dangerous or inappropriate dare, but apart from that, you don't really need to prepare.

You need to provide appropriate feedback and corrections, but do not interfere with the flow of communication. Take notes while the pair or group is talking and deal with the problem in class after the activity without bothering the student who made the error. The content should be as practical and practical as possible in real life. Avoid using too many new vocabulary or grammar, and focus on speaking in the student's language. Teachers can bring up interesting, real and important topics, and students can discuss or talk, especially in the target language. Related topics should be simple and easy to understand. As a start, ESL teachers can connect topics with students' interests, and then turn to serious topics such as national issues or world politics. Finally, in class or group discussions, no matter what the purpose is, students should always be encouraged to ask questions, explain ideas, express support, check clarifications, etc.

It can take a long time for conservative, shy learners to speak confidently, but when they do, their English will often have fewer mistakes and they will take pride in their English proficiency. It's a matter of quantity and quality, and neither approach is wrong, so how do we prioritize two clearly important speaker goals: accurate information. The number in your class. Break the silence and invite students to communicate in any English they can use, correct or not, and selectively correct mistakes.

2. Methodology

Our systematic approach to conducting this literature review included database searches as well as manual searches of peer-reviewed scientific journals. The first is an understanding of use Games to improve speaking skills in Teaching English. Second, the application of the game Truth or dare in teaching speaking to high school students and the last is the advantages of games in oral teaching. To get an explanation of this, we also analyzed the related documents.

3. Result and Discussion

3.1 Using Games to improve speaking ability in English Language Teaching

Definition of games In general, games are considered a good tool to make language learning more enjoyable. Brewster (1992: 182) was right when the author wrote that games make it possible to combine fun and learning together. Moon (2005: 88 - 89) describes language learning games as activities that have clear language goals, play goals and involve opportunities to improve the target language. Furthermore, Brewster (1992: 182) wrote about the various skills included in the activity that may occur separately or combined in a single game. Games in learning can be an alternative in the classroom to overcome the

difficulties of students in learning English. Students will also feel happy if the learning system is not monotonous with only material in learning

In learning English, the teacher has determined the materials and methods that will be used during the learning process. Then the teacher must consider the factors that might be modified. Sometimes it is difficult to decide which games are best for young learners. In general, games should fulfill educational goals, engage all young learners and bring about positive feelings related to motivation for further learning. Each student's language skills certainly have differences, so it is important that students have at least a brief knowledge of each language skill. So it is very good if there are games in learning, especially those that can apply all natural language skills.

3.2 Features and Procedure of Cake Application

The importance of using Truth or Dare game media can trigger students to play an active role in learning activities, because game media can provide feedback so that the learning process becomes more lively and effective. Game media can also increase students' interest in learning, so students will be enthusiastic in learning, both independent learning and group learning. Thus, it is hoped that with the Truth or Dare game media students will learn optimally and will have a positive effect on student learning outcomes. In the game of applying truth or adventure, the teacher divides the teaching process into three stages, namely pre-teaching, teaching and post-teaching.

1. Pre-class activities

Anitah Sry (2007: 4.3) states that the learning process will work well if the teacher can condition learning activities effectively. The learning conditions must start from the learning stage. Pre-learning activities or also called pre-instructional activities are preliminary learning activities directed at preparing students to take lessons. Pre-learning activities are usually general in nature and are not directly related to the competencies or materials to be discussed in the core learning activities. In pre-class activities, teachers usually greet students, check their attendance, and ask them if they are ready to study. Teachers also need to manage the classroom, prepare students for the class, and ask questions related to the subject.

2. Teaching activities

On the stage, the teachers explained the texts and also applied real questions and adventures. This activity includes several steps: observation, questioning, experimentation, contact and networking.

a. Observing

Observation is an activity in which students observe the information provided by the teacher. Teachers can communicate information in a variety of ways. One of them shows a picture related to the topic. Students should take a close look at the picture because it will give students prior knowledge of how to tell the story. The teacher asks the students to see the picture and listen carefully when the teacher reads the text aloud.

b. Interrogation

The purpose of this phase is to give students the opportunity to ask what they saw during the observation phase. At this stage, students may ask questions that they did not understand from the pictures they observed earlier.

c. Experimenting

In this activity, the teacher will discuss the incident in detail so that students can figure out how to interpret the incident itself. In the next activity, the teacher explained how the students discussed the topic of the truth game. Then, the teacher divided the students into six groups. The group assignment is based on the students' scores. Each group designates six students with the highest scores as the group leader; each group consists of five students, and the members of each group are also determined according to the students' scores. The goal is to give each team a chance to win the game. The themes that can be used here, such as: love, money, friendship, punishment, family, vacation, accident. Now you will sit in a group. Each group consists of five students. Then, the leader of each group will randomly draw a card. The teacher gives the students about ten minutes for group discussions. After that, each of the groups will present what they have discussed in the group to the front of the class. You must use English when presenting what you have discussed in the groups. The speaker for each group will be listed at random. For example, if students are studying an accident, they should tell us something about the accident that happened to the students. What students have to tell us, such as where it happened, why it happened, when it happened, and so on.

d. Associating

At this point, the teacher asks the students to find information about the event. Then the teacher asks the students to find some topics related to the facts that the students went through. Next, instruct the student to repeat the practice using the game that was taught.

e. Networks

At this stage, students' performance is evaluated and discussed. The teacher asks the student some questions to check their understanding of the material using a game of truth or a game of dare. At this point, the teacher assesses students' understanding of the recount text by asking students what the recount text is, "What is the general structure of the recount text, and what are the linguistic features of the recount text." After that, the students answer directly.

3. Post-education activities

This is the final activity that a teacher teaching in the classroom must do. In this part, the teacher tries to conclude what he has explained to the students. The goal is to get students to better understand the lesson. The teacher then reviews the lessons learned. Finally, the teacher either summarizes the lesson himself or teaches with the students. Based on the topics on the small cards, students can explain stories and accidents that happened to them. Teachers also need to evaluate consistent activities and provide feedback on processes and learning outcomes. Finally, at the end of the class, the teacher can give

the students homework for the next meeting. On the other hand, for students who need a lot of practice, it will make them better.

3.3 Advantages of games in oral teaching

Use of the game Truth or Dare can stimulate students to play an active role in learning activities, this is in accordance with the advantages obtained from the application of the learning model cooperative according to Slavin (2009: 272-274), namely students actively help and encourage enthusiasm for together succeed and the interaction between students as well helps improve cognitive development, so learning by using games Truth or Dare influential excretory system material on student learning outcomes. Games can be included in the learning process, games are often used as a motivational factor to encourage young learners to cooperate with educators or with other learners on language assignments (Wright, 1984: 1-2) In short, according to Cross (1992: 153) and Wright (1984:1 - 2) the game is played mostly for:

1. Entertainment
2. Effective language learning
3. Possibility to play it in any part of the language lesson.
4. Active participation of students
5. High level of motivation.

4. Conclusion

From the above explanation, it can be concluded that speaking is an important skill in the language, English. With a good command of English, people can communicate and share their ideas with people in different countries. However, many students in this country find it difficult to learn to speak. They still cannot speak English in everyday life, even if they were taught to do so in school. This is due to the teaching methods used by teachers. Speaking is not fun, so students find the speaking lesson boring and difficult to learn. High school students in teaching speaking. Students will have fun and relaxation while learning, so they will not realize that they were speaking English. In addition, all students in the classroom will perform in the game, which will create a good atmosphere in the classroom. Therefore, using this game in language class will motivate students and students will find that speaking in English is not difficult and boring, but easy and fun. Appropriate technique is very necessary in the teaching process. Using the Truth Game in learning to speak makes the class more enjoyable and lively, motivating students to speak in the classroom.

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