

The Implementation of "Just A Minute Game" in Teaching Speaking Descriptive Text to The Tenth Grade Students of Sma Wachid Hasyim 2 Taman Sidoarjo

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Abstrak

Berbicara adalah bagian penting dari pembelajaran dan pengajaran bahasa kedua. Pengajaran berbicara tidak hanya membiarkan siswa mengulang atau menghafal dialog, tapi juga seharusnya bisa menggunakan ucapan untuk berkomunikasi dalam situasi sebenarnya. Masalahnya adalah para siswa tidak memiliki motivasi untuk terlibat dan berpartisipasi aktif dalam kegiatan berbicara karena takut melakukan kesalahan, ditertawakan oleh teman mereka dan kurang percaya diri dengan kemampuan mereka sendiri. Hal ini bisa diwujudkan saat siswa berbicara dengan teman mereka berkelompok untuk membicarakan sesuatu yang mereka sukai, mereka merasa rileks dan asyik. Mereka merasa bebas untuk mengekspresikan ide, perasaan dan pemikiran mereka. Menurut Mora & Lopera (2001) penggunaan game di kelas berkontribusi pada pengembangan serangkaian keterampilan dan kompetensi bahasa. Just A Minute adalah salah satu metode untuk menciptakan motivasi berbicara dalam bahasa Inggris. Just A Minute adalah alternatif untuk memecahkan masalah di mana berbicara adalah metode efektif yang mendorong siswa untuk berbicara dan berperan aktif di kelas. Selanjutnya, ada banyak penjelasan mengapa berbicara penting bagi pelajar bahasa Inggris.

Kata Kunci: Berbicara, Just A Minute Game, Siswa Kelas Sepuluh.

Abstract

Speaking is an important part of second language learning and teaching. Teaching speaking is not only to let students to repeat or memorize dialogues, but they should be able to use the utterance to communicate in the real situations. The problem is the students don't have the motivation to get involved and participate actively in the speaking activities because of their fear of making mistakes, being laughed by their friends and lack of confidence of their own abilities. This can be realized when students talk with their friends in groups to talk about something they like, they feel relax and fun. They feel free to express their ideas, feeling and thought. According to Mora & Lopera (2001) the use of games in class contributes to the development of a series of language skills and competencies. Just A Minute is one of the methods to create the motivation to speak in English. Just A Minute is the alternate to solve the problem where speaking is an effective method that encourages students to speak and take part actively in the class. Furthermore, there are many explanations why speaking is important for English learners.

Keywords: Speaking, Just A Minute Game, Tenth Grade Students.

INTRODUCTION

Speaking is considered as the most important skill that must be mastered by the students in studying English because speaking has an important role in communication.

Grauberg (1997) states that teaching should therefore help the students to reach that aim to the best of their ability. To encourage the acquisition of communication skills and to foster real communication in and out the classroom is the aim of speaking.

In reality, it is common to find students uncomfortable. The main reason why the students are shy is the huge gap which they feel, when they talk to students that have a reasonably good leadership over the English Language or listen to the other students speaking fluently. The students are at a very susceptible stage and they obviously do not like to be a joke or get mocked by their classmates.

However, the lack of the students' motivation and difficulties in speaking English may be affected by many things. Nunan (1991) wrote in Lawtie (1999) Success is measured in terms of the ability to carry out a

conversation in the (target) language". If the students do not learn how to speak or do not get any chance to speak in the language classroom they may get less eager to study and lose interest in learning English. The environment affects so much to the students. When the environment does not support the students to speak English frequently it can be the first reason why the students find it difficult to speak English. It means the people outside the class do not support the students. It may come to their mind that the students just want to show off when they speak English for daily conversation. Losing their self-confidence to improve their speaking seems a bad response that the students get. As the students do not want to be rejected by the people around them they use their native language in daily conversation. That's why the students are not able to express themselves in English fluently outside the class. Therefore, the teacher should be a facilitator. The teacher has to focus on these set of students and set a culture for the whole class wherein no student is afraid of passing comments or laughing at them. The teacher must permanently have alternative for games to extend the learners' desire to learn English. When the students feel that they are making progress, they learn better.

There are various activities that establish this kind of atmosphere. Game is just one of them. Playing game is a good chance to repeat the material in a way which is boosting and not intimidating. If the teacher adds the matter of challenge and match into it and serves to the needs of a larger range of students and learning techniques which is suitable for them, the outcome will be a great accomplishment.

Games have been shown to have advantages and effectiveness in speaking in diverse ways. Playing game is a good chance to repeat the material in a way which is boosting and not intimidating. Thiagarajan (1999), Wright Betteridge and Buckby (2005) stated that sustaining effort can also mean sustaining interest. Games increase interest to what students might not find very fun.

Harmer (2007) defines that Just A Minute is a long-running comedy contest on UK radio. It is a fast-moving speaking and listening game that is easy to demonstrate and so flexible. It requires the speaker to speak on a topic for one minute, without hesitation, deviation or repetition.

The research is theoretically and practically significant. Theoretically, the result of the study is hoped to enhance English teaching theory in speaking skills. Practically, the result of the research is hoped to be useful for English teacher in teaching speaking and for the students. This research hopefully provides some effective way on teaching and learning activity for the teacher so the teacher can lessen the difficulties of teaching English

and encourage students to speak English in the classroom. This research is hoped to bring relaxation and fun for students to keep the students interested in and reduce their difficulties in learning English especially when they try to express their thought and ideas.

The researcher accommodated this game and descriptive text to the ten graders since descriptive text is taught to ten graders. In Indonesia this game is suitably applied to the ten graders because it is based on the Basic Competence 4.4.2 which is menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Speaking is an essential piece of second language teaching and learning. Teaching speaking has been failed to be appreciated and English language teachers have continued to teach speaking just as a recurrence of exercise or memorization of sentences or dialogues. Tarigan (1990:15) states that speaking is the capability to say articulation of sounds or words for delivering, asserting and conveying thought, ideas and feeling. Speaking has many substances such as grammar, pronunciation, fluency and vocabularies. The objects of speaking are various such as speech, conversation, discussion, debate and dialogue.

Speaking is meant to produce the language by using articulation that is used to convey the messages. Students needs plenty of practice for getting students to do speaking activities in small group and pair work will provides a safer environment for practicing and talking risks. Also encouraging them to practice with classmates in their own time should increase their comfort. When providing speaking practices in the class it has to be ensured that the pupils have both motivation to speak and some information which can provide a reason to speak. So the students have same information but they have different way to express and share the information.

However, the aim of teaching speaking should help students' communicative skills in order to make the students deliver themselves and learn how to follow the social and cultural rules appropriate in each communicative matter. Nunan (2003) states what teaching speaking is. Teaching speaking to teach ESL learners is to create the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and rhythm of second language, select suitable words and sentences according to the proper social setting, audience, situation and subject matter, arrange their thoughts in a meaningful and logical order, use language as a mean of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called fluency.

Depdiknas classifies the characteristics of descriptive text based on the students' level in Indonesia. The characteristics are dissimilar from the other text genres. Depdiknas differs the characteristics into several points. First, social purpose. Based on Depdiknas (2003:49), descriptive text has a social function to describe a particular person, place or things. The students are supposed to be able to describe the physical appearance and the personality of a particular person, the characteristics, or the quality of a certain place. Second, Generic Structure. Depdiknas (2003:49) elaborates the generic structure of descriptive text into two sections. They are identification and description. Identification is used to identify to phenomenon to be described. In other word, identification is used to introduce the character to be described including the name, the age, the origin, etc.

Depdiknas (2003 : 49) defines description as a part of descriptive text which describes parts, qualities, and characteristics. Third, Linguistic Features. The followings are the linguistic features of descriptive text that are divided into several points. First, using specific nouns. In speaking descriptive text the speakers have to use noun that will be described. Such as cat, dog, house, teacher, etc. Second, using simple present tense. In speaking descriptive text, the speakers have to use simple present tense in describing thing, place and person. Third, using detail noun phrase. It is used to give information about subject. For example: a sweet young lady. Fourth, using Many Kinds of Adjective. Adjectives are used in descriptive text to describe, give number and classify an object. Such as two strong legs, like fangs, etc. Fifth, using relating verbs. Using relating verbs is used to give information about subject, such as my mother is very cool, it is thick fear, etc. Sixth, using linking verbs and feeling verbs. They are used to give expression to the speaker's point of view about subject. Example: The police believes that the suspect is armed, I think it is a clever animal, etc. Seventh, using action verbs. For instance our new cat bites our rug, etc. It is important to tell the condition clearly. Eighth using figurative language such as simile, metaphor. For example John is white as chalk, etc. Ninth, using adverbials. It is used to give the additional information in order to make the text or the word clearer to be understood. For example fast, at the tree house, etc.

Based on The Practice of English Language Teaching by Jeremy Harmer the teacher writes 4 to 8 topics that the class has already talked about such as "Rhoma Irama", "Michael Jackson", "Kuta Beach", and "Borobudur Temple" on small piece of paper which are folded up. One person or team is chosen to pick one topic, and must talk about it for a set time without hesitating or repeating anything.

The teacher tells the pupils about the rules and the terms "hesitation" and "deviation / mistake/ error". After that the teacher groups the students into however many speakers the text has. Then, the teacher matches these groups up with other groups, so the teacher has several larger groups.

The speakers are challenged to deliver for one minute about a topic without repetition, hesitation, or deviation. Harmer (2007) states that, 'deviation' contains language mistakes as well as going out of topic in the radio show as in the classroom. If a player from the opposite team hears any of these, he or she interrupts, delivers the objection and go on with the topic. The player speaks at the end of 60 seconds gets a point. The player who challenges another player has to tell the broken rules, retell all the sentences and continue what the previous player says in order to create a short and descriptive text. Minus points can be awarded for the audience who doesn't pay attention to the players or talk to another audience. The maximum amount of minus points is 5. If a team reaches the maximum amount of minus points the team loses.

These are the terms in Just A Minute Game. "Repetition" is the repetition of any word or phrase, but common words such as "and" and "but", pronouns such as "it", articles such as "the" and linking verbs such as "is" are acceptable in this case. "Hesitation" is a momentary pause before continuing talking about the subject. In this case the momentary pause is 5 seconds. "Deviation" means going off out of the topic, but it is also can be defined as "aberration from the English language", "aberration from grammar".

Harmer (2007) states that Just A Minute Game is one of the communication games, all of which goal is to have students talk as fast as smoothly as possible. When brought into the class, games from radio on and tv often supply good fluency and activities.

In addition, Claire (2011) states that Just A Minute is a fast moving oral language game that can be played for fun or instruction by children and adults, It develops verbal fluency, clear pronunciation, logical thinking and sharp listening skills. It is especially appropriate for intermediate students of English as a second language from second grade to adult. It can increase vocabulary and the use of words. It can intensify listening skill and peer assessment.

Thus, the researcher formulates the research questions in order to find out what terms will be conducted. Those are, how is the implementation of Just a Minute game in teaching speaking descriptive text to the tenth grade students of SMA Wachid Hasyim 2 Taman Sidoarjo? And how is the students' response to the use of

Just a Minute game in teaching speaking descriptive text to the tenth grade students?

RESEARCH METHOD

The researcher used qualitative design in collecting the data. Qualitative design is designed to describe the observed phenomena with words rather than numbers. This research describes the natural phenomena. McMillan (214) states that the hallmark of the qualitative research is that behaviour is studied as it occurs naturally. The research aim is to explain and describe the implementation of Just a Minute Game in Teaching Speaking Descriptive Text to The Tenth Grade Students of SMA Wachid Hasyim 2 Taman Sidoarjo in order to give a brief explanation towards the implementation of Just a Minute game to reach the best pedagogic outcomes in speaking English descriptive text process.

The setting of the study was in SMA Wachid Hasyim 2 Taman Sidoarjo. This school is located in Jl. Raya Ngelom 86 Taman Sidoarjo. The researcher intended to conduct the study in SMA Wachid Hasyim 2 Taman Sidoarjo as it was easy to get there by both public and private transportations. The class consisted of 50 students. The researcher conducted this study because the technique has been implemented in that school. Actually the teacher has implemented the technique before but the teacher didn't give any exact rule and time. The observation was done in two meetings in teaching and learning process.

Parahoo (1997) states that a research instrument is a tool which is used to collect data while instrument is a tool which is designed to measure knowledge attitude and skills.

The researcher observes, pays attention, and takes notes while the researcher is collecting the data. Besides, to conduct this research, the researcher will also use observation checklist and questionnaire.

By using observation checklist, the researcher focused to get any information on what happened during the implementation of Just a Minute game. It was used to find out whether the implementation of Just A minute game would make any difference. In addition, the observation checklist consisted of the teacher's and the students' activities during the teaching and learning process of speaking descriptive text by using Just A Minute game. Observation checklist was used by the writer to conduct the classroom observation to make data analysis easier.

A questionnaire is a data-gathering device which elicits from a respondent the answers or reactions to pre-arranged questions which are presented in a specific order. A questionnaire is used to know the students' responses

towards the implementation of Just A Minute Game. The questionnaire contains some questions related to the implementation of Just A Minute Game during the teaching and learning speaking descriptive text. The questionnaire was given in form of multiple choices. The students had to answer the question by choosing the most possible answer in the questionnaire. The questionnaire was assigned at the last of meeting.

Meanwhile, questionnaire was used to know the students' responses toward the implementation of Just A Minute game in teaching speaking descriptive text. The students had to answer the question by choosing the most possible answers in the questionnaire. Questionnaire was distributed at the end of the programme.

The data of the study contains the result of the observation checklist and the result of the questionnaires. The result of the observation checklist was used to find out whether the teacher applies the indicators or not by observing what happened in the class such as teacher's activities and students' activities. Meanwhile, the result of the questionnaires was used to find out whether the game is successful or not.

The data were got from the field notes and the questionnaire. The researcher observed what happened during the observation. The observation was done in three times of meeting in teaching and learning process. The students were given different topics in every meeting. The researcher collected the data through non participant observation. Susanto (2003) states that non participant observation is an observation in which the researcher is getting involved in the process of teaching and learning. He must keep existence and not influencing the natural attitude or behaviourism of the subject of the study.

The researcher observed the teaching and learning process. The observation checklist was taken during the teaching and learning process. The researcher collected the data from the observation checklist. The researcher kept note on what happened in the class, especially to the subject of the study when they were speaking. The researcher paid attention to the teacher and the students' activities. It was used to access whether the teaching and learning process was implemented or not.

After collecting the data, the researcher continued to analyse the collected data. The data were gotten from the observation checklist and the questionnaire which were from the implementation of Just A Minute Game in teaching and learning process in the classroom. The data of the study were analysed in descriptive manner which is accordance to the statement of the problems. First, the researcher analysed the data that were obtained from the observation checklist. The researcher collected the data from the observation result to know the implementation of Just A Minute game in

teaching descriptive text. Observation checklist was used to help the researcher to record the necessary information. It was taken during the teaching and learning process. Second, the researcher analysed students' response from the questionnaire. The researcher used the questionnaire to collect the data to get information related teaching and learning speaking descriptive text. Questionnaire was used to know the students' responses toward the implementation of Just a Minute game in teaching speaking descriptive text. Questionnaire was distributed at the end of the programme.

RESULT OF THE STUDY

The researcher used observation checklist to answer the first question and the researcher used questionnaire to get the information about the students' responses in teaching and learning using Just A Minute Game in the classroom.

The Implementation of Just a Minute Game in Teaching Speaking Descriptive Text

What the researcher underlined during the implementation was that the teacher asked the first player to speak for a minute about a topic. Later on the first player from the different group had to resume and retell what the previous player said and was allowed to speak for a minute too. It went continuously until there were some students with some sentences talking about a certain same thing. That's how they made a short and simple descriptive text.

The research was done in two meetings. The class started at 07.00 a.m. The teacher greeted the students to open the lesson and tried to have some talk with the students. After that, the teacher introduced the researcher to the students so the students wouldn't have a strange feeling with someone who was going to be in the classroom during the learning process. The researcher took a seat in the back of the class the teacher asked a student to lead. Before the teacher started the lesson, the teacher had asked who was absent and the students answered that no one was absent. Then the teacher checked the attendance list by calling the students' names. The teacher continued to ask if they had a home work. They said that they didn't have a home work for that day. The researcher observed the teaching and learning process.

The teacher told the students that the topic on that day was making a descriptive text verbally. But first they had to know about descriptive text. The teacher explained about descriptive text. The teacher told the students that the topic on that day was making a

descriptive text verbally. But first they had to know about descriptive text. The teacher asked if the clock in the class looked similar with their clock at home. Some of them said that the clocks looked similar but some of them denied it. The teacher asked the students if they could describe a clock. Some of them said that the shape was circle and some of them said that a clock could be oval. The teacher wanted the students to look at the clock on the wall and describe it.

The teacher asked what the shape of the clock was. The students said that it was circle. The teacher asked what colour of the clock. The students said that it was white. The teacher asked what time it showed. The students said that it was 8.48 am. The teacher continued to ask question that led the students to make sentences and then the teacher wrote the sentences on the whiteboard and they ended up making a descriptive text. After that, the teacher asked about Surabaya Zoo. They teacher repeated what she did before. The teacher asked questions that led the students to make sentences. The teacher mentioned report text.

The students asked what the difference between descriptive and report text. The teacher answered that descriptive text described an exact person or a thing in details, while report text told about a thing in general. The teacher gave Surabaya Zoo as an example of descriptive text and common zoo as an example of a report text. Most students listened to the teacher's explanation but some of them still made a noise. After giving an explanation, the teacher continued the lesson.

After that, the teacher distributed a worksheet to the students and asked the students to write their names and their registered numbers. The students should do the exercise. There were some questions written on the sheet. While, the students doing the exercise, the teacher was walking around to check the students' work. Some of them still made a noise.

In the last twenty minutes the teacher asked some students to come forward and put them in two groups. The teacher explained the game which was going to play and the rules in Indonesian but the researcher tried to speak in English often to make an atmosphere in English classroom. Then, the teacher and the researcher gave an example to play the game. They described the clock in the class. Then the teacher gave the students a topic. The topic for the first and second groups was Michael Jackson. Each student had to speak about the topic for a minute. The topic for the third and fourth groups was Rhoma Irama. Unfortunately the teacher forgot to give the students a moment to discuss and get prepared. The students were not able to speak fluently because they were asked to speak spontaneously.

Because of the limited time, the rest of the students couldn't get the chance to play the game. The teacher gave the students reviewed the student's performances. The teacher gave the students feedback and reflection to the students. The teacher also gave summary about what they learnt that day. They would continue the game in the next meeting. Before the break, the teacher told the students to prepare the game in the next meeting because there would be differences. The teacher would give the time to prepare the game and manage the allocated time for the next performances. Each group would have to spend for about 10 minutes. Before the class ended the teacher picked some students to be group leaders and then randomly matched the group leaders with the rest of the students. To finish the class, the teacher and the researcher said goodbye to the students.

The class started in 07.00 a.m. The teacher and the researcher got into the class after the bell rang. The researcher took a seat in the first row. After the students sat on their seats, the teacher greeted the students. Then, the teacher asked a student to lead the prayer. After the student was done with the leading the teacher checked the attendance list. Three students were absent that day. There were 47 students in the class. The teacher asked the students if they were ready to study. Then the teacher reviewed the previous meeting material. The teacher wanted the students to re-describe Surabaya Zoo. They could recall the material and describe Surabaya Zoo well.

After that, the teacher asked the students to gather with their groups. Each group had to pick a topic. Then they were given a time to discuss about the topic. There would be 10 groups consisted of 4 or 5 students. After the given time to discuss ran out, teacher asked the first and the second group to go forward. The first and the second group walked in front of the class. Each group consisted of 4 students. Students 1, 2, 3, and 4 belonged to the first group and 5, 6, 7, and 8 belonged to the second group. The first player started to describe about Borobudur temple. The students were excited to play the game and motivated to speak English even though none of the first and second groups ended up being the winner.

Some students of the fourth and sixth groups made some noise during the game so the teacher gave them a minus score. Fortunately the teacher just gave 2 minus score. They didn't reach the maximum amount of minus score so they were allowed to play the game.

The teacher corrected the students' performance by adding the additional words and s which had plural nouns and verbs that follow the singular third person. The teacher explained that plural was more than one, while singular was one. Then, the teacher tried to pronounce the wrongly pronounced words and asked the students to repeat after her.

After that, the third and fourth groups had to go forward in front of the class to play the game. The teacher expected the students not to repeat the first and second groups' mistakes. The first player of the third group started to describe Kuta Beach. The students were stoked and happily spoke English. One of the players of the third group was able to speak for one whole minute. Therefore, the third group won. After that, the teacher gave a quick review for the second performances.

The game continued. The next performers were the fifth and sixth groups. The sixth group was able to speak for a minute so the sixth group was the winner. The teacher didn't give a review but the teacher wrote down the fifth and sixth's mistakes.

The seventh and eighth groups were the next performers. The eighth group had a chance to start the game. Even though the eighth group was the starter, the seventh group could be the winner of the game.

Then, the first and second groups had a second chance to play the game. So did the rest of the groups. The teacher made the students understand what their mistakes were. The bell rang when the teacher was reviewing the game. Before the teacher and the researcher said goodbye to the students, the researcher distributed the questionnaire and asked them to mark the multiple choices to get the students' attitudes about the implementation of Just A Minute Game based on the teaching and learning process. Thus, it completed the last observation

The Result of The Students' Responses

Questionnaire is used by the researcher to see the responses of the students toward the implementation of Just A Minute Game in teaching speaking descriptive text that could encourage the pupils to speak.

There were ten questions that the students had to answer. The first question was used to know if the students had any difficulty in speaking English. The second question was used to know if they were shy to speak English. The third question was used to know if the material explained by the teacher was clear. The fourth question was used to know if working in groups and talking to each other in English make them easier to speak English. The fifth question was used to know if they were excited to speak English during Just A Minute Game. The sixth question was used to know if the game was interesting. The seventh question was used to know if they could actively speak English during the game. The eighth question was used to know if they could think faster during the game. The ninth question was used to know if they could speak English fluently. The tenth question was used to know if the game helped them speak English better.

Based on the result of the questionnaire the researcher could give an explanation. First, it shows that the students' opinion about the implementation of Just A Minute Game in teaching speaking English was most of the pupils faced difficulties in speaking English. At first the pupils weren't able to speak fluently. They couldn't make a good sentence. Second, it showed that the pupils were shy to speak English. It was proven by the fact that some students didn't want to speak and just remained silent in the first meeting. Third, it showed that the students understood what the teacher told them. They asked some questions to the teacher and they didn't repeat the mistakes. Fourth, it showed that working in groups and talking to each other in English made them easier to speak English because the students could support each other. Fifth, it showed that the students were excited to speak English during Just A Minute Game. They were enthusiastic when they delivered what they were talking about. Sixth, it showed that the game was interesting. They even laughed and giggled during the game. It was seen that the game brought joy to the students. Seventh, it showed that they were actively spoke English during the game more than they used to. They were stoked to be challenged to speak for one whole minute. Eighth, it showed that they could think faster during the game because they were not allowed to hesitate so they had to think and produce words fast. Ninth, it showed that the students could speak English fluently because when they didn't pronounce a word well they would be challenged that could lead them to their loss. Tenth, it showed that the game assisted the pupils to speak English better. The first and second round in the second meeting showed that the students make less mistake than they did in the first meeting.

CONCLUSIONS

Conclusions

According to the findings and discussion, it could be concluded that Just A Minute Game could be well implemented to teach speaking of a description text. The students couldn't speak well in the first meeting because there was no time to prepare everything. However the students made less mistakes and they could speak better in the next meeting. They succeeded in being responsive to another's mistakes, creating proper words, and composing sentences.

Hence, the researcher could conclude that Just A Minute Game could help students to speak and make, increase students' creativity, critical thinking, problem solving and collaboration skills

Suggestions

There are some suggestions addressed to the students, teacher and the future researcher. The teacher should talk in English more even though the students have no idea what is talked about in order that they get used to hear words spoken in English. The teacher should be able to control the players and audiences during the game. The teacher shouldn't forget to do it chronologically. The students should pay attention to teacher during the teaching and learning process which is conducted by the teacher. The students should keen on practicing to speak English to improve their speaking ability to make it better. The students should talk to the teacher about the difficulties they face in pronouncing words so the teacher can help them make their English better. Realising that the research is far from being perfect, the researcher gives an opportunity to the future researchers to conduct a research concerning the implementation of Just A Minute Game in other types of text. It is expected that future researchers conduct the same or different studies in order to complete this study.

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