THE USE OF "AMONG US" AS INDEPENDENT LEARNING MEDIA TO ASSIST STUDENT'S SPEAKING ABILITY

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Abstrak

Kemampuan berbicara merupakan kemampuan produktif dalam bahasa untuk menyampaikan makna dengan menggunakan ekspresi verbal. Kemampuan berbicara merupakan keterampilan yang penting dan menjadi salah satu indikator sejauh mana siswa mengetahui bahasa sasaran. Dalam pengajaran berbicara, diperlukan perlakuan dan metode khusus yang berbeda dengan pengajaran keterampilan lainnya. Dalam penelitian ini, peneliti membuktikan bahwa permainan daring "*Among Us*" dapat menjadi salah satu media pembelajaran untuk membantu siswa meningkatkan kemampuan berbicaranya. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan observasi mendalam terhadap proses belajar mengajar di salah satu SMA di Surabaya. Dari catatan observasi lapangan dari tiga pertemuan, ditemukan bahwa guru menerapkan kegiatan pra-mengajar, saat mengajar, dan pasca mengajar. Penerapan penggunaan "*Among Us*" terjadi pada saat kegiatan mengajar pada pertemuan pertama dan kedua. Materi yang digunakan dalam penelitian ini adalah meminta dan memberi informasi berkaitan dengan kondisi, aksi, dan kegiatan di masa lampau. Hasil penelitian menunjukan bahwa meminta dan memberi informasi berakitan dengan aksi dan kegiatan pada masa lampau paling sering diterapkan oleh siswa, sedangkan meminta dan memberi informasi berkaitan dengan aksi pada masa lampau jarang diterapkan oleh siswa Hasil kinerja berbicara siswa pada pertemuan ketiga dievaluasi dengan menggunakan rubrik penilaian ketrampilan berbicara. Sebagian besar dari siswa mencapai target secara khusus dan sedikit dari siswa cukup mencapai target. Beberapa siswa juga mencapai target secara luar biasa. Berdasarkan penemuan yang didapat, peneliti dapat menyimpulkan bahawa "*Among Us*" dapat diterapkan sebagai media pembelajarna mandiri untuk membantu kemampuan berbicara siswa dalam meminta dan memberi informasi berkaitan dengan kondisi, aksi, dan kegiatan pada waktu lampau.

Kata kunci: Kemampuan berbicara, permainan daring, media belajar "*Among Us*"

Abstract

Speaking ability is a productive ability in language to deliver meaning using verbal expression. Speaking ability is an essential skill and becomes one indicator of how far students know the target language. In teaching speaking, special treatment and methods are needed, which are different from teaching other skills. In this research, the researcher proves that the online game "Among Us" can be one of the learning media to help students practice their speaking ability. The method used in this research was qualitative research with a profound observation of teaching-learning activity in one of the senior high schools in Surabaya. From the observation field note from three meetings, it was found out that the teacher applied pre-teaching, whilst teaching, and post-teaching activity. The implementation of "Among Us" occurred on whilst teaching activities at the first and second meetings. The material used in this research was asking and giving information about condition, action, and activity in the past. The result found that asking and giving information about condition and activity employed the most by the students while asking and giving information about the action in the past was rarely employed. The result of student's speaking performance on the third meeting was evaluated using the speaking performance rubric. Most of the students notably achieved the target, and only a few sufficiently achieved the target. Several students performed outstandingly. From the findings, the researcher concludes that "Among Us" can be applied as independent learning media to assist students' speaking ability in asking and giving information about condition, action, and activity in the past.

Key terms: Speaking ability, online game, learning media, Among Us

INTRODUCTION

Speaking is one of the four essential skills besides listening, reading, and writing that EFL learners must master. EFL learners are required to have speaking proficiency since spoken language has a critical role in communication. Speaking in EFL is an oral activity to share thoughts and ideas (Sadiku, 2015). Speaking is about knowing linguistic features, such as vocabulary and grammar comprehension, and the context of the spoken language itself since the purpose of the language is to communicate and deliver ideas. Speaking can indicate how far the learner knows using a language (Fauzan, 2016). The better speaking skill indicates that learners can create a context in their mind and deliver it orally. Considering a lack of understanding about the essential role of speaking in learning English, many teachers mislead to focus only on pronunciation and vocabulary size rather than speaking in context and delivering ideas.

For English learners, especially EFL learners, mastering speaking is challenging and needs much effort. Speaking happens in real-time, and learners cannot predict the response that they will get. Unlike writing, students cannot make a plan and draw the word choices. Speaking is to create conversation and response spontaneously (Fauzan, 2016). In this case, to have a good speaking ability, learners must combine many aspects with speaking. There are at least three aspects to be good at speaking. First, to produce good speaking, learners need the knowledge and information to deliver their ideas in context (Nazara, 2011). The second aspect of providing good speaking is vocabulary size. With the extensive vocabulary that the learners had, word choice could be more accessible (Newton & Nation, 2020). The last aspect of producing good speaking is listening. Listening to native speakers could be helpful for learners because it will lead them to a broader understanding of pronunciation and dialects. Those three aspects could help students to acquire good speaking ability.

Speaking has become a significant obstacle and turned out to be problematic for English learners, especially EFL learners. Speaking has become intimidating and grows fear inside the learner's mind. This case could lead students to anxiety because of teachers' critics and comments, and they cannot show their natural potential in speaking. The other obstacles that hold students to have the excellent speaking ability are linguistic difficulties and mother tongue use. The problems above occur because of the only exposure to English only from their classroom at school (Hosni, 2014). Since speaking needs much practice, the role of the social environment is essential. Learners need a partner to practice speaking, and it will not be easy if the social environment does not support the learners. The

misperception of teachers to the meaning of the term "Teaching Language" also has a significant role in creating an obstacle for learners. Most teachers only focus on language, which means that teachers only focus on teaching grammar and vocabulary while the communication function of the language is almost ignored (Al Hosni, 2014). Teachers' misunderstanding about the communication function of language caused the teachers to only focus on teaching writing and reading. The learner's textbook also has limited sources and tasks specifically related to improving learners' speaking ability (Al Hosni, 2014). The conditions above create the situation where speaking becomes difficult for learners and lacks attention from the teachers.

In the past few decades, researchers and experts have witnessed the improvement of techniques and strategies to help learners improve speaking ability. The current method developed to enhance students speaking ability is using technology and online games (Fauzan, 2016). The learning strategies using technology as media to assist students speaking development has successfully become one of the solutions to reduce the obstacle and difficulties (Manurung, 2015). Video games also become another alternative to assist student's speaking development. The massive improvement of technology has made video games online, which means the player needs to communicate with other players to fulfill the game's objectives. The previous researcher has used this situation to develop learning media using online video games, and it has a positive impact on the improvement of learners speaking ability (Hwang et al., 2016). Barr, in 2016, conducted experimental research on using online video games as a medium to develop students speaking skills at the University of Glasgow. The games that he used were *Minecraft, Gone Home, Portal2,* and *Never Alone*. The result found that using online games to develop students' speaking skills gives positive impact and enjoyment to the learners.

Nowadays, online learning applications, social media, online meeting applications, and online games have increased significantly. The recent popular mobile online game is "Among Us". "Among Us" is an online game that emphasizes discussion and strategy. The game is about a group of astronauts on a mission in a spaceship. The researcher chooses "Among Us" as independent learning media because "Among Us" has the potential to be used as learning media since its emphasis is on the discussion. Communication among players is the primary key to win the game and complete all objectives in the game. This online game is easy to access, also famous worldwide and does not require a high specification mobile phone. Using "Among Us" will not demand the research subject to have a high specification mobile phone.

Teachers and students' limited time in teaching-learning activity forced students to use independent learning methods to overcome the situation (Dron, 2018). Independent learning is a learning method where learners are separated from the teacher, and the communication occurs by print, electronics, or any non-human medium (Moore, 1973). With the massive technology improvement nowadays, the form of independent learning media has become various. Independent learning media in the modern era mainly including digital technology such as learning apps, social media, video streaming, and online video games. The massive improvement of technology has made video games online, which means the player needs to communicate with other players to fulfill the game's objectives. Those explanation led to the fact that independent learning media and online video games could possibly integrated and implemented in teaching English. The past research only focuses on the implementation of offline games as learning media, but only few of them focus on the implementation of online games as learning media.

Based on the 2013 Curriculum, there are materials about a transactional text in spoken form in the tenth grade of senior high school, which topic is about asking and giving information about condition, action, and activities in the past. The material in the curriculum and the online mobile game material are in line to be developed in this research to use "Among Us." The player needs information from other players related to the condition, action, activities, and other information to win the game.

Regarding the fact that the researcher gets, therefore, it leads the researcher to investigate the following questions:

1. How is the preparation phase of using "Among Us" as independent learning media in practicing students speaking ability in asking and giving information about the condition, action, and activities in the past?
2. How is the implementation phase in using "Among Us" as independent learning media in practicing students speaking ability in asking and giving information about the condition, action, and activities in the past?
3. How is the evaluation phase in using "Among Us" as independent learning media in practicing students speaking ability in asking and giving information about the condition, action, and activities in the past?

The researcher chooses three phases in this research because the researcher aims to find deeper result in every aspect in implementing "Among Us" as an independent learning media.

METHOD

In this research, the researcher used a qualitative research design. The researcher used a qualitative research design because the research objective is to determine the implementation of mobile games "Among Us" as an independent learning media to assist students' speaking ability. Therefore, the result of this study will be in the form of words and descriptions. The researcher used documentation and observation field notes as the instrument of the research. Observation is the technique to collect the data by observing the subject's activity in natural behavior (Bengtsson, 2016). This research was conducted in the tenth-grade class of one of the senior high schools in Surabaya. The data obtained by observing the class consisting of thirty-five students. To get a more profound analysis, the researcher observed a group of students consisting of eight students. The data were analyzed using the method from Ary et al. (2010), which consists of three steps: familiarizing and organizing, coding and reducing, interpreting and representing.

RESULTS AND DISCUSSION

The preparation phase of using "among us"

In the preparation phase, the teacher arranged the lesson plan for three meetings. On the first and second meetings, the teacher planned to implement "Among Us" as an Independent learning media to practice students speaking skills. On the third meeting, the teacher planned to have an evaluation of the implementation.

The class was the tenth grade of one of the senior high schools in Surabaya. The number of students in the class is thirty-five students consisting of 17 males and 18 females. The synchronous meeting was using Google Meet. For the asynchronous meeting, the teacher used Google Classroom. The teacher told the students through Google Classroom to download and install "Among Us" on their mobile devices three days before the lesson. The teacher also shared the link to download the "Among Us" application for mobile phones. The teacher reminds the class leader through a personal message to ensure that every student can follow the lessons.

In the preparation phase, pre-teaching also included. The teacher began the lesson by greeting the students and checked their attendance by calling their student's register number and asked them to turn on the camera. After that, the teacher started to stimulate the students by asking several questions related to the material. At the end of the pre-teaching session, the teacher explained the material briefly. In the pre-teaching activity, the teacher spent no more than 10 minutes in each meeting. The following are examples of pre-teaching activities in three meetings.

(Pre-teaching activity on the first meeting)

(a) T: Good morning students, how are you today?

S: Good ma'am.

T: Good, are you ready to start our lessons today?

S: Ready ma'am.

T: Your voice seems weak, are you in a good condition?

S: No ma'am, we are good.

T: Okay then, let's start our lesson by praying. But before we pray, please turn on your camera to make sure that you are following this lesson.

(b) T: Last week, we learned about analytical exposition text. Today we will move to the new material. First, I will ask you several questions. S1, what did you do last Sunday?

S1: hmm... I playing basketball, ma'am.

T: Playing basketball? Good. You spent your weekend doing sport. Anyone else did the same activity with S1?

S9: Me ma'am. I played basketball last Sunday with S1.

T: Excellent. You keep in touch with your friend. Don't forget always to obey the health protocol. Anyone wanted to share your activity last Sunday, S5 maybe?

S5: I went to my friend's house, ma'am. We were doing homework together.

T: Okay then, S22, what did you do last Sunday then?

S22: ahh, I stay at home ma'am, because my motor is broken.

T: Oh really? How bad is it?

S22: Bad? Ehm. Not bad, ma'am. The *rem* is broken

T: Did you fix that already?

S22: Yes ma'am. My brother fixes it.

T: Okay. Thank you for sharing. Now, I will continue to the material. Today we will learn about asking and giving information about condition, activity, and action in the past. I have just asked you several questions, those are the example of asking for information, and your answers are the example of giving information. Some of you have been giving a good answer, but there are some mistakes in the grammar. You should use Past tense because I asked you about something that already happened in the past. Do you get the point?

S: Yes, ma'am

T: Good. I am pretty sure that you already know about the past tense. Am I right?

S: Yes, ma'am

S18: Ma'am, I have a question.

T: Yes, go ahead.

S18 : *apakah kita hanya pakai simple past tense saja ma'am?*

T: No. In this topic, the information asked is in the past, so we will use only past tense to ask and give the information, but not limited to the simple past tense. It is possible to use another past tense. Jadi kita pakai semua bentuk Past tense. *Bukan hanya simple past, tapi juga past perfect, past continues, dan lain-lain.*

On the first observed meeting, the teacher started the class by calling the students' names one by one and asked them to turn on the camera. The teacher continued to ask about their condition (a). The teacher asked several questions about asking and giving information about action, activity, and condition in the past. In the end, the teacher explained the objectives of study (b).

(Pre-teaching activity on the second meeting)

T: Okay, last week, we have already practice using transactional text by playing "Among Us." Do you still remember what we have learned last week?

S: Yes, ma'am.

T: Okay, what was it?

S: Asking and giving information about action, condition, and activity in the past?

T: Good, let me recall your memory about that, I want to ask some of you. *Ehmm*. S5, how was your weekend?

S5: It was good, ma'am.

T: What did you do on your weekend?

S5: I go to... *Eh...* I went to fishing with my family.

T: Very well, how many fishes that you got?

S5: I got three big fish and one small fish.

T: Wow, that was great. Okay, S11, how was your weekend?

S11: Great ma'am, I slept all-day

T: Are you okay, S11?

S11: Yes ma'am, I was so tired in my weekend, so I decided to sleep whole day.

On the second observed meeting, the teacher started the lesson by greeting and checking the student's attendance. The teacher did on the second meeting similar to the first meeting, but the students' responses to the

teacher's questions are acceptable. The teacher also asked the students about the previous material.

(Pre-teaching activity on the third meeting)

T: Okay, students, are you ready for today's activity

S: Yes, ma'am.

T: Great, just a reminder, today's activity will be evaluated and scored. Remember to record your discussion section with your group and send it to me by email after the class finish. Any question?

S: *kelompoknya sama ma'am?*

T: Yes, the groups still the same.

On the third meeting, the teacher started the meeting by greeting and checking the student's attendance. The teacher reminded the students that the current meeting would be evaluated and scored by the teacher. The pre-teaching activity in the third meeting was shorter than the previous two meetings. It was because the teacher wanted to give more time for students in evaluation.

Based on the observation on three meetings, especially the pre-teaching activity using field notes, the researcher found that the teacher has complete control over the class activity and material. The students were also responsive to the teacher's engagement and made the situation flawless. The teacher's responses to the student's questions are good. There was no judgment from the teacher that could discourage the students.

The teacher started the meeting on time and shared the meeting link thirty minutes before the class time, so the students have enough time to prepare physically and technically. The students also joined the meeting on time.

Overall, the process of the pre-teaching activity went well. The teacher gave proper stimulation for the students to engage the student's interest in the material. The student's response through the teacher's engagement was also adequate.

The implementation of "among us"

The implementation phase occurred during the whilst teaching activity. It was occurred on the first and second meetings, where the teacher asked the students to play "Among Us" in groups. The teacher created new Google Meet rooms and asked the students to join the room as ordered. After that, the teacher asked one of them to create a room in "Among Us' and share the room code for the group meeting. They played two games.

In the game, there will be one impostor and seven crewmates. They have their task. The students were only permitted to speak during the discussion section. They have 120 seconds to discuss and twenty seconds to vote. In each round, every student has to vote one person to be

dismissed from the game. The game will finish if the impostor gets ejected or the crewmates have done all their task.

This data was recorded from the group consisting of S1, S4, S5, S9, S21, S22, S29, S33 in their discussion section on the first and second meeting during whilst teaching activity.

The implementation of "among us" in asking and giving information about condition in the past

In the implementation phase, the researcher found that the students employed asking and giving information about the condition in the past in their discussion sessions. It occurred at the beginning of the discussion, and on some occasions, it occurred in the middle of the discussion.
(First discussion session on the first meeting)

(a) S21: S29, where are you at?

(b) S29: I was in Reactor's room.

(Second discussion session on the first meeting)

(a) S22: S4, where are you?

(a)(b) S4: I was in the Storage room; where are you at?

(b) S22: I was in the Communication Room.

...

(a) S33: S1, where are you?

(b) S1: I was in the Communication Room. I was there with S22 and S9

(b) S33: I was in the CCTV room with S21.

At the first meeting, asking and giving information about the condition in the past occurred in the first and second discussion sessions. The asking part (a) is performed by S21, S22, S4, and S33. The giving part is performed by S29, S4, S22, S1, marked by (b). The process of asking and giving information related to the condition took place mainly at the beginning of the discussion. They started the discussion by asking the condition of each player or player who seems suspicious
(First discussion session on the second meeting)

(c) S29: Where did you find the body?

(d) S5: I found it on reactor room.

...

(c) S9: I didn't trust you, where are you at?

(d) S29: I was in Electrical room, S33 see me in there.

(Second discussion session on the second meeting)

(c) S29: S5, where are you at?

(d) S5: I was in Lower engine room.

...

(c) S29: S21, where are you at?

(d) S21: I was in CCTV room; I didn't see anyone suspicious.

…

(c) S1: Where are you at S29?

(d) S29: I was in Med Bay doing my task,

…

(c) S22: Who were with you that time?

(d) S5: I was coming alone, but I saw S1 went out from the electrical and I found that body there. That is why I ask S1

On the second meeting, the students asked and gave information at the beginning of the discussion session, similar to the first meeting. On the second meeting, the asking part performed mostly by S29, S22, S1, and S9, marked by (c). The giving part was performed by S5, S29, S21, marked by (d). On the second meeting, asking conditions appeared at the beginning of the discussion and in the middle of the discussion. It showed that students already got used to asking and giving information about conditions in the middle of the discussion. It made the discussion fluent and intense.

In conclusion, the students implemented the material during the discussion session very well. Even on the first meeting, it only occurred at the beginning of the discussion. At the second meeting, they started to use it in the middle of the discussion.

The implementation of "among us" in asking and giving information about action in the past

On the implementation phase for asking and giving information about action in the past, the researcher found that the students rarely employed it.
(First discussion session on the first meeting)

(e)S4: S29, where are you going? S29 said that you ware out from the Electrical

(f) S29: I want to go to Weapon room, I have task there.

…

(e) S22: Who were with you that time?

(f) S5: I was coming alone, but I saw S1 went out from the electrical and I found that body there. That is why I ask S1

(First discussion session on the second meeting)

(e) S29: Where did you find the body?

(f) S5: I found it on reactor room.

…

(e) S1: S4, did you see who kill S5?

(f) S4: No, I didn't see anyone.

On the first and second meetings, the researcher found two conversations that could be categorized as asking and giving information about action in the past. It occurred in the first discussion session on the first meeting. For the asking part, it was performed by S4 and S22, and S29, S21, and S5 performed the giving part. Although the performance was limited, the performance was good.

In conclusion, the performance of asking and giving information about action in this research was limited. It rarely occurred in the students' discussion. It only occurred as the complementary of asking and giving information about condition and activity. Even though the performance was limited and became complementary, the students performed the material very well.

The implementation of "among us" in asking and giving information about activity in the past

In the implementation phase, the researcher found asking and giving information about activity in the past used frequently by the students.
(First discussion session on the first meeting)

…

(g) S33: Hey S29, What are you doing in Cafeteria?

(h) S29: I was finishing my task in Cafeteria

…

(g) S5: S1, what did you do in electrical room?

(h) S1: I was trying to fix the light

(Second discussion session on the first meeting)

…

(g) S22: what did you do there?

(h) S1: I was doing my task

…

(g) S22: S5, where are you, and what did you do?

(h) S5: I was in Communication room. I did my task there. S29 saw me.

(First discussion session on the second meeting)
…

(g) S29: What did you do there, and did you see somebody suspicious?

(h) S5: I was doing my task there. I was alone there. I think the impostor using the vent to get away from there

…

(g) S5: S29, what are you doing before reporting the body?

(h) S29: I was coming from Medbay

…

The researcher found that asking and giving information about activity was the most common dialogue in the discussion session on the first and second meetings. The researcher could find this type of conversation in almost all discussion sessions in both meetings. The data above were examples of conversations containing asking (g) and giving (h) information about activity in the past.

The game went very well in this group. It is in line with the theory that role play is the strategy to develop learners' speaking ability by asking them to pretend to be others (Oradee, 2013). The students also played their role as impostors or crewmates perfectly. The students who got the role as crewmates paid attention to every statement to find the impostors. The students played as impostor also did their best to hide their identities as the impostor.

On the observed discussion, the discussion session was intense. The students were arguing with each other. The students enjoyed playing the game. It could be seen from their reaction when they spoke in the discussion section. Students' confidence was shown clearly in their discussion. All of the students took part in the discussion, even though some were not hesitant to speak. It is in line with the theory stated by Darihastining et al., (2019) that video games are more practical to be independent learning media rather than being dependent learning media. Using video games could encourage the students to speak because they feel free to express their minds without being afraid to make an error.

In conclusion, during the implementation phase in using mobile games "Among Us" as an independent learning media to assist students speaking ability, the researcher found that all the targeted materials were covered well. The implementation of the game in the material went smoothly, and students could cope with that. The minor problem was only on the portion of each material (action, condition, activity). The student's performance was also good. They were confident to speak and not afraid to make a mistake.

The evaluation of using "among us"

The evaluation phase occurred on the third meeting. On the whilst teaching activity of the third meeting, the students were requested by the teacher to record the discussion session and submit it to the teacher after the end of class. Then, the teacher evaluated and assessed the discussion session. The teacher evaluated the audio recording and gave a score based on the speaking rubric.

The teacher adapted the speaking assessment rubric from the Royal Decree to assess the speaking performance. The rubric assessment covered four aspects, and each has four assessment levels. The aspects are vocabulary, grammar (past tenses), fluency, and pronunciation. Each aspect has various levels, which are outstandingly achieved, notably achieved, sufficiently achieved, and need improvement depending on the assessment's objective.

The students' audio recording was analyzed by the teacher using a speaking rubric. After analyzing the students' speaking performances, the teacher gave them a score. The following are examples of how the teacher evaluated the student's speaking performance.
(S4's performance in evaluation phase)

S4: No, I didn't have specific person to be suspected. I only saw S5 and S1 went to Upper engine before S9 report the body

S4: Yes, he was in Cafeteria. I was with him since the beginning.

S4: Why you didn't go to Reactor? Our Reactor was being sabotage.

S4: I was in Storage room, where are you at?

S4: S29, where were you and what are you doing?

The performance of S4 was considered outstandingly achieved. S4 used different grammar and vocabulary, which made his performance slightly better than other students. Besides using the past tense, he also used passive voice, for example, "Our Reactor was being sabotaged." He had a different vocabulary, for example, "specific" and "suspected." He sucesfuly delivered the context of his speaking to his partner. This is inline with the theory from Nazara (2011) which stated that vocabulary size is essential as the media of delivering context in speaking. The fluency of S4 was also good. He spoke smoothly without any hesitation. His confidence was shown from the fluency of his speaking. He only made minor mistakes in pronouncing some words, such as "upper" and "storage." Overall, the performance of S4 was outstanding.
(S21's performance in evaluation phase)

S21: Where did you find the body, S9?

S21: Did you find any evidence?

S21: S29, where are you at?

S21: How did you not see me? I was there since the beginning of the game. I have another task in Upper engine so I went there.

S21: I can confirm S33 was not impostor too.

The performance of S21 was considered notably achieved. S21 used different vocabulary, for example "evidence" and "confirm"; but he had some grammar mistakes, for example "I have another…" that should be in the form of past tense. His pronunciation was clear, but there were some minor errors in pronouncing several words: "upper" and "evidence". He mispronounced "əpər" as "o͞opər" and "evədəns" as "evədən". He spoke fluently but showed some hesitations. Overall, the performance of S21 in the evaluation phase was considered notably achieved.
(S33's performance in evaluation phase)

S33: Where did you find the body?

S33: S1, where are you?

S33: I was in CCTV room with S21.

S33: The suspect for now is S4 and S5

S33: S5 is dead, so there is no one we can suspect anymore.

The performance of S33 was considered sufficiently achieved. He needed improvement in grammar and fluency. He frequently made mistakes in grammar, specifically in using the past tense, for example, "where are you?" and "S5 is dead", which should be in the form of past tense. He was also hesitant to talk. In another way, his pronunciation was outstanding. His pronunciation was always clear. His vocabulary size is acceptable even it was still considered limited. He used proper word choice in delivering his speaking, for example, "so there is no one we can suspect anymore." In short, the performance of S33 sufficiently achieved the target.

From the data that the researcher collected from the teacher, there were no students who got the lowest assessment level which is "need improvement". All the students achieved a score above the lowest assessment level. It shows that the students already have the essential skill of speaking.

In conclusion, in the evaluation phase, the teacher evaluated the speaking performance that the students recorded. The result met the expectation of the teacher and researcher. All of the students had performed their best in the evaluation phase. They learned from the two meetings before the evaluation and corrected their errors to perform better in evaluation. The evaluation result was the score

for the students and could be the benchmark for future improvement of the method.

Before the class ended, the teacher and students reviewed the material they had learned in the post-teaching activity. The post-teaching activity from the first until the third meeting was similar. The following are examples of post-teaching activities.
(Post-teaching activity on the first meeting)

T: Okay, how was learning using this game? Do you enjoy it?

S5: Yes, ma'am. It was fun.

T: Very well, what have you learn today? Does anyone want to tell me?

S2: Asking and giving information about action, condition, and activity in the past.

T: Good, now we are at the end of our meeting today. Please prepare yourself for the next meeting. We will practice more next week. Okay, any more question?

S2: *Minggu depan masih main lagi kan ma'am?*

T: Yes, next week, we will play Among Us again.

S2: *Yeah.*

T: Anymore question students?

S: No, ma'am

T: Okay, if there is no more question, we can finish our meeting today. Please stay healthy and obey the health protocol if you go outside. See you next week. Good Bye.

On the first post-meeting activity, the teacher asked the students to briefly review the material to make sure that they enjoyed the game and learned something. In the observed meeting, the students were able to explain the material that they learned.

CONCLUSION
Based on the result and discussion that the researcher described in the previous part, the researcher can conclude that using "Among Us" as an independent learning media to practice students speaking skill ran as what the researcher expected. The whole phase from preparation, implementation and evaluation showed that "Among Us" as independent learning media could positively impact the learners, especially in speaking.

The teacher could prepare the students by guiding them to play the game in the preparation phase and encourage them to build interest in students' minds. In the implementation phase, the teacher implemented the games and connected the game's objectives to the targeted material. In the implementation phase, the teacher

demanded to maintain the students' focus to enjoy the process and learn something from it. Finally, the last and the most important phase, evaluation phase. In this phase, the teacher will evaluate the result of students learning process during the implementation phase. The evaluation phase could be the determiner of whether the implementation is working or not.

The researcher also found that using mobile games "Among Us" also improved students' creative and critical thinking from the results and discussions. It can be shown how the students developed the strategy to win the game and how they were arguing with each other to win the game. The researcher also found that using mobile games "Among Us" was also enjoyable and engaging for the students to practice their speaking ability. In conclusion, the implementation of "Among Us" as independent learning media to assist student's speaking ability has positively impacted the student's ability.

From the conclusion above, the researcher wants to suggest that the English teacher use mobile games "Among Us" or other online multiplayer games to help the learners develop speaking ability, creativity, and critical thinking. The researcher suggests doing more profound research using online mobile games to help students learn English for future researchers. It is not only in speaking but also in other aspects such as listening, reading, and writing because mobile games have massive potential to be developed into learning media.

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