

THE USE OF “TEACHER RACES GAME” IN TEACHING SPEAKING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 TAMAN

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Abstrak

Bahasa Inggris merupakan salah satu ketrampilan yang harus bisa dikuasai oleh siswa, namun masih banyak siswa yang malu dalam mengungkapkan idenya dalam berbicara bahasa Inggris. Dengan memberikan kesempatan lebih untuk menyampaikan ide, para siswa diharapkan untuk bisa memotivasi diri untuk mampu berbicara dalam Bahasa Inggris. Salah satu usaha yang bisa dilakukan oleh guru adalah menerapkan permainan di dalam kelas. Permainan merupakan salah satu teknik yang dapat memotivasi siswa dalam proses pembelajaran di dalam kelas. Permainan *Teacher races game* merupakan sebuah permainan yang dapat mengaktifkan kemampuan berbicara siswa. Item bahasa yang diaplikasikan dalam permainan ini menggunakan salah satu jenis teks yaitu teks deskriptif. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Subjek dalam penelitian ini adalah siswa kelas VII A di SMP Muhammadiyah 2 Taman. Instrumen dalam penelitian ini adalah tabel observasi dan rubrik ketrampilan berbicara. Data dalam penelitian ini adalah hasil observasi dan deskripsi nilai ketrampilan berbicara siswa yang dikumpulkan selama proses pembelajaran di dalam kelas. Setelah observasi dilakukan, peneliti mendeskripsikan hasil observasi dan nilai ketrampilan berbicara siswa.

Kata Kunci: Permainan *Teacher Races*, ketrampilan berbicara, teks deskriptif

Abstract

Speaking is one of the skills that have to be mastered by student in learning English. But, there are many students that still afraid to make mistake and feel depressed in speaking activity. By giving more opportunities to speak, students are asked to encourage themselves to speak in English. One of the teacher's efforts is implementing the game since games can motivate students in learning process. *Teacher races game* is a kind of simulation game that can activate students' speaking ability. The language applied in this game uses the descriptive text. This research is a descriptive qualitative research. The subject is VII-A class of SMP Muhammadiyah 2 Taman. The researcher uses observation checklist and students' performance score from rubric of speaking proficiency as the instrument. The data are obtained from the observation during the implementation of *Teacher Races game* and students' performance score. After being observed, the researcher described two findings. the observation result from the implementation of *Teacher Races game* that the teacher had done and the students' speaking ability are addressed.

Keywords: *Teacher Races game*, speaking, descriptive text

INTRODUCTION

Background of the Study

English has to be taught in all grades of junior high school, senior high school and even in elementary school. (decree no. 060Fu/1993 in Dellyana, 2008:1). Besides that, based on the competency based curriculum (2006:2) the teaching of English is emphasized on the four language skills: reading, listening, speaking, and writing

Speaking has an important role for English Foreign Learner (EFL) in the real language learning. Speaking is one of the skills that have to be mastered by student in learning English. Many experts define speaking in different ways. Lado (1961: 240-241) states that speaking ability is someone's ability to transfer their knowledge and to express their idea in real communication by selecting correct words and systematized idea. It means that speaking ability is the ability to express oneself in one live situation in precise

words, or the ability to converse, or to express a sequence of ideas fluently.

Teaching speaking in junior high school students is not easy as turning a hand, because Seventh grade students include in teens or young adult that “an age of transition, confusion, self-consciousness, growing, and changing bodies and minds” (Brown 2001:106), so it is between childhood and adulthood. The thing that should be considered is that children have their own characteristics. Some of the teachers feel that the students are reluctant and get difficulty in speaking. They feel that it is very difficult to arrange the class in the good atmosphere. On the other hand there are many students that still afraid to make mistake and feel depressed in speaking activity.

Alongside those statements, English teacher should be able to encourage and facilitate the students in order to speak English as much as possible. The one of appropriate technique to build the students’ motivation in learning speaking English is by using game while they are learning. Games can motivate the students in learning the language. They will be encouraged in the learning process if they are given the cheerful technique.

In line with the benefit of game has been stated, in this study, the game is used to teach speaking descriptive text to the seventh graders. And it is called teacher races game. Teacher races game is one of the good ways to teach speaking and to improve the student’s speaking ability. In the teacher’s races game, the students have chance to deliver their idea to their teacher. Smith (2008) states although in practicing this game the pupils will need extra energy to run more and more to get the right answer. It means, at the same time while they do drilling they memorize the lesson by themselves. So it is believed by doing this game, the students’ speaking ability will be better than before. As Smith (2008) teacher races game has several benefits. First by doing this game, it also teaches the pupils how to work cooperatively in a group is. They will learn about time management, divide job and take responsibility in their own group. Second, in conducting this game, the kinesthetic activity is very dominant. So they will not get bored while they are learning.

The researcher formulates the research question as follow: (1) How is the implementation of Teacher Races game to teach speaking of descriptive text to the seventh grade students of SMP Muhammadiyah 2 taman? (2) How is the students’ speaking ability toward the implementation of Teacher Races game?

Literature Review

Speaking

Nunan (2003:48) point out that speaking is a productive oral skill in which consisted of constructing systematic verbal, utterances to convey meaning. Meanwhile, Chaney (1998:13) describes speaking as “the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts”. So, speaking is an oral skill which uses verbal and non verbal systematic symbols .

Speaking is one of the important aspects in the process of learning language. The teacher should be aware of their students’ speaking ability because the main purpose of learning foreign language is to make the students able to communicate. According to Nunan (2001: 39) “speaking is the single most important aspect of learning foreign language“

Lado (1961: 240-241) states that speaking ability is someone’s ability to transfer their knowledge and to express their idea in real communication by selecting correct words and systematized idea. It means that speaking ability is the ability to express oneself in one live situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.

Teaching Speaking

The main purpose of teaching and learning foreign language is to make the students able to communicate using the target language. The opportunity to speak in a group should be given to the students as much as possible in order to facilitate the students in using the target language. Nunan (2001: 51) states that learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate.

Teaching speaking must be done based on the student’s level. In the speaking there are three levels of the students such as beginning level learners, intermediate level learners, and advanced level learners. Actually the seventh grade students of SMP Muhammadiyah is still in the beginning level learners. There are some principles for teaching speaking to beginning level based on Bailey and Nunan (2005: 36-40) :

1. Provides something for learners to talk about.
2. Create opportunities for students to interact by using group work or pair work.
3. Manipulate physical arrangements to promote speaking practice.

Classroom Speaking Activities

There are many speaking activities that can be done in the classroom during the teaching and learning process. According to Harmer that there are some of the

speaking activities that widely-used in the classroom (2002: 271-275):

- Acting from a Script
- Communication games
- Discussion
- Prepared Talks
- Questionnaire
- Simulation and role play
- The roles of the teacher

Descriptive Text

Descriptive text is one of the text-genres which should be taught in secondary school, they are junior and senior high school. Depdiknas (2003:49) define descriptive text as a text which is used to describe a particular person, place or things. Descriptive text is different from report text because it describes a specific subject rather than a general class.

Depdiknas has also classified the characteristics must have been different from other text-genres. Here, Depdiknas differ them into several points:

1. Social Function

Based on depdiknas (2003:49), descriptive text has a social function describe a particular person, place, or things. It means that, by learning descriptive text, the students are supposed to be able to describe the physical appearance and the personality of a particular person, or even the physical appearance, the characteristics, and the quality of a certain place.

2. Generic Structure

According to Depdiknas (2004:52), the schematic structures in generic structure of descriptive text are:

- Identification : in this part, we describe the phenomenon that we have in mind.
- Description : after expressing the main point in identification, we will explain it more in supporting detail to give clearer description of particular parts, qualities, and characteristic. Since the study focuses on describing people, the identification will be on the people, the identification will be on the people that are going to be described.

3. Linguistic Feature

The linguistic features of descriptive text are divided into several points as follows: certain nouns, detailed noun phrases, adjective, verb, figurative language to describe something in more detail, simple present tense.

Game

Gibbs (1978:60) states that a game is an activity carried out by cooperating or competing decision makers,

seeking, and active. Within a set of rules and their objectives, games are closed activities, in other words, they have a very clearly mastered.

Game is an activity that could give enjoyment in teaching and learning process between the teacher and the students. It is also such a great way to encourage the whole students in the class to work together and to provide an often-welcome change in working pattern. They are mostly applied to young learners.

Teacher Races Game

Teacher races game is one of the game which is commonly used in some language courses. In this game, the students will work in group of five to six, but each member of the group have own task. Each member has to answer the question that have been given before to the teacher. The teacher is waiting outside the classroom. While approaching to the teacher, the delegation is not allowed to bring out the paper. They must memorize the answer. The teacher decide whether the students get the point or not based on the accuracy and fluency the students' answer. If the answer is not proper yet, the teacher will say "sorry, your answer is not proper yet, go back and repair your answer". However if the answer is proper, the teacher will give a sign.

To obtain the goal of the study, the teacher should decide to use the appropriate media in teaching learning. There are many kinds of media, one of them is picture. Pictures are appropriate media to be used in teaching learning process, especially in teaching speaking. Individual picture also can be used as a media in "Teacher Races" game. The students will not get difficulties to describe a particular thing by using individual picture. According to Sadiman et,al, (1993:29) among teaching, pictures are commonly used as visual media. In this case, pictures can help students to visualize language from abstract to concrete.

Besides that, pictures can give stimulus for the students to be more creative and attract the students to speak. On the other hand, pictures are the most available teaching material (Yunus1981:50). Pictures that are used as the media in teaching learning process can be obtained easily. Because pictures are simple, cheap, and everyone does not need much money to get it. The teachers can cut pictures from books, magazines, newspaper, and they can copy it from flashdisk, etc. therefore, pictures are an interesting media which can be used in the learning process.

The Rules of Teacher Races game

1. Ask the students to make a group of seven. One group consist of six students. Then explain that each member have own task.

2. Choose a proper picture which is suitable with the topic. The picture must be clear enough.
3. Give the different picture all of members.
4. Explain that each member must send their descriptive monologue to the teacher.
5. The teacher wait outside the classroom.
6. After the students receive their picture. Then they have to deliver their description to their teacher one by one.
7. Teacher decide whether the answer proper or not. Proper means they can describe about the picture that have been given.
8. If the description is proper enough. teacher will give sign equal with one point.
9. The winner group is the fastest group that have more sign.

The Benefit of Teacher Races Game

Teacher races game has many benefits for the students, by doing this game, the motoric aspect is explored, by doing motoric activity, the students will not get bored. Smith (2008) states that teacher races game is not difficult to prepare and not spending so much money.

Smith (2008) also states that teacher races game has several benefits. First by doing this game, it is also teaches the pupils how to work cooperatively in a group is. They will learn about time management, divide job and take responsibility in their own group. Second, in conducting this game, the kinesthetic activity is very dominant. So they will not get bored while they are learning.

The Implementation of Teacher Races Game in Teaching Speaking of descriptive text.

The illustration below showed the steps of the teaching speaking descriptive text using teacher races game.

Pre Activity

In pre activity, the teacher told the students about the objective of study that they will learn. The teacher explains about a descriptive text included the generic structure and the language features. The teacher teaches the vocabulary about the parts of the person. Then the teacher ask one students to come in front of class as a model as the example. The teacher asked to the students what the friend is and ask the students to describe it. For example: The teacher ask Muhammad fikri to come in front of class, Then, the teacher let the students describes Muhammad fikri is. If the students get difficulties in understanding the teacher's oral descriptive monologue, they may open their dictionary to find out the vocabularies they don't understand its meaning. After they successfully describe the person correctly, the

teacher will give them appreciation by making applause together which indirectly aims to make the students more attracted and interested to join the game.

Whilst Activity

After the students really understand about the explanation before, the next is the teacher has to prepare everything that related to the material which is used to conduct the teacher races game. In this case, the teacher prepare the person picture. Then he asked the students to make a group pf six. The number of the students in SMP Muhammadiyah is 42 students, means every group have 7 members. After that, the teacher distribute a picture to every member, then he explain about what the students will do in teacher races game, the goal, rules, and also the reward that they will get if become the winner, this is to motivate the students to be more active in learning activity.

In this step, time to play teacher races game. This game can be played for 30 minutes. They work in group but their send their own task that is describing a picture to their teacher individually, the teacher wait outside the class. He waits the description of each member of group who are ready to give description.

Post Activity

The students who already send their description to the teacher will get sign, one sign equal one point. this section will make some noisy since all of member/students are hurry to give their descriptive monologue to the teacher. However, through this activity, most of students focus on the lesson more than if we teach them by conventional way. For the last doing this game. (in last meeting), the students had to send their descriptive monologue in front of class. To make them more briefly to speak. Then The fastest group who have more sign is the winner. So, teacher will give reward to make them more active.

Review of Previous Study

The researcher found a previous study which has similarity with this study. The previous study is "The Effectiveness of Using Teacher Races Game to Teach Simple Past Tense in Recount Text for Eight Graders of SMP Negeri 13 Surabaya." which was conducted by Ratna Ayu Pawestri Kusuma Dewi (2012). It was an experimental research that focused on the teaching of simple past tense in the recount text. she didn't used a media in that game, she only gave some question to the students and the students had to answer the question.

The study is conducted by the researcher with different media from the one in the previous study, this study use person pictures. The researcher applied pictures media in *Teacher Races* game

RESEARCH METHODOLOGY

This chapter describes the steps taken to conduct the study. The description involves research design, subject, setting, data of the study, data collection technique, and data analysis.

This study used a descriptive qualitative research. The subject of this study were the teacher and the seventh graders of SMP Muhammadiyah 2 Taman. The setting of the study was Muhammadiyah 2 Taman which is located on Wonocolo jl. Belakang pasar lama sepanjang. The researcher collected the data through some instruments. The instruments were observation checklist and students' speaking rubric performance from Haris's rubric of speaking proficiency. The first data was observation result which was taken from observation checklist. The second data was the result of the students' speaking score which was taken from students' speaking rubric performance.

RESULT AND DISCUSSION

This chapter contains the description of the data obtained. The researcher will describe the data from the daily observation and assessment which show the condition of the class and the students' speaking ability during the implementation of Teacher Races game. The data obtained from the observation checklist and the students' speech were analyzed based on the criteria of each aspect in the Hari's speaking proficiency measurement.

Results

The research was conducted in three meetings. Here, the researcher described the results based on the observation checklist and students' speaking score. The researcher divided the results into two chapters. The first chapter described the implementation of Teacher Races game to teach speaking of descriptive text to the seventh grade students of SMP Muhammadiyah 2 Taman. The second chapter described the students' speaking ability toward the implementation of Teacher Races game.

The Observation Results of Teacher Races Game Activity

During the research, the observation was conducted by the researcher through data observation checklist. The researcher observed directly while the teacher was implementing Teacher Races game. The observation was done in three meetings.

1. The First Meeting

The first meeting was held on Monday, 6th 2013. The time was 2x40 minutes. Before starting the lesson, the first thing that the researcher did was greeted the students and introduced the researcher to his students. Then he checked the attendance list before starting the lesson. He

called every name of class 7-A students and three students were absent today. Then the teacher explained the objectives of the study at that day. At that time the teacher reviewed the material of the descriptive text because he had taught the descriptive text last week. After that he gave vocabulary list related to the describing person to the teacher.

Then the teacher continued the explanation about the language feature about descriptive text. After that, the teacher let the students to make pairs. There were some student complaining about the teammates. She didn't get the partner. Then the teacher divides students by the absent number.

The teacher introduced the rules, the topic, and language features related to *Teacher Races Game*. He also influenced and encouraged the students to be creative and free to speak. Before starting the game, she checked students' understanding by giving the opportunity to ask some questions related to the game.

First of all, the teacher asked one students to came in front of class as a model as the example, there was Muhammad Fikri. The teacher asked to the students what the Muhammad fikri was and asked the students to describe it. If the students got difficulties in understanding the teacher's oral descriptive monologue, they might opened their dictionary to find out the vocabularies they don't understood its meaning. After they successfully describe the person correctly, the teacher gave them appreciation by making applause together which indirectly aims to made the students more attracted and interested to joined the game.

After gave the example, the teacher asked the students to make groups of seven. Each group consisted of six students. Then, the teacher distributed a picture to every member of the group. There were famous person at the first meeting. After getting the picture, all of the member of the groups had time to made description about the picture which they had got. The group did not take a long time. It seemed that the students in the class were accustomed to work in group.

The teacher gave 15 minutes to the students to discuss the picture and to gain the information about the person. During the discussion, the teacher was going around the class to checked and to helped the students whether they had difficulties or not.

After that, the teacher wait outside, then the students had to sent their description to the teacher individually. The students who already sent their description monologue to the teacher get a sign equal one point. The sign was a smile emoticon. The fastest group and got more sign is the winner.

The teacher listened and paid attention to the students' performance, the teacher corrected several

students' mistakes such as mispronunciations, grammatical errors, wrong choice vocabularies, improper fluency and comprehension.

In the end of the game, group C was the winner. After conducting the game, the teacher appreciated the students by giving applause. Though there were many mistakes done during the speaking activity, it did not make students gave up. Then, the teacher corrected pronunciation errors, sentence constructions, and the use of the language, after that the teacher asked the students to brought a picture of their father/mother for the next meeting.

The students were enthusiastic with the game, While the teacher was teaching implementing teacher races game, the observer observed all activities that happened whether it harmonized with all aspects stated in the field note well or not. The observation process included the preparation, the presentation, the technique or method and the students- teacher interaction

2. *The Second Meeting*

The second observation was held on May, 7th, 2013, at that time, the class began at 07.00 a.m. and ended at 08.30 a.m. the teacher entered the class and greeted the students

Before the teacher began the learning activities, he checked the attendance list. There were thirty eight students who joined the class. There were three students who was absent. Then the teacher began the learning activity and started with the objective of the study at that day that was implementing of teacher races game in speaking of descriptive text.

As a warming up activity, the teacher gave the example by described about his father. In the main activity, the teacher introduced the game that would be played. The game and its rules were the same but used different object. The object had to described was the picture that have been brought by the students. There was the picture of the students' parents.

The teacher gave 15 minutes to the students to discussed the picture and to gain the information about the person. During the discussion, the teacher was going around the class to check and to help the students whether they had difficulties or not.

After that, the teacher wait outside, then the students had to send their description to the teacher individually. The students who already sent their description monologue to the teacher get a sign equal one point. The sign was a smile emoticon. The fastest group and got more sign is the winner.

The teacher listened and paid attention to the students' performance, the teacher corrected several students' mistakes such as. In this second observation,

the students' performance was better than in the first observation.

Based on the observation, it could be said that the teaching learning process was successfully done. The teacher felt happy with the improvement made by the students in this meeting. The class became very active and alive. All students tried to speak up and some of them asked some questions to the teacher. The topic and also the technique of the teacher was able to motivate the students. The students' speaking ability was getting better than in the previous day.

After that the teacher gave the conclusion of the lesson today. The last the teacher said goodbye and left the class.

The Third Observation

The third observation was conducted on May 13th, 2013. This was the last day of the implementing Teacher Races Game. There were only 38 students because 2 students were absent. The teacher started to begin the lesson with opening session. The teacher greeted and asked the students the previous lesson that they had studied. It was meant to know whether or not they still remember about the previous lesson. Then she checked the attendance list. Then he began the activities/the game.

In the third meeting, the game was different. In that meeting, the teacher asked the students to make present the descriptive monologue about their best friends in front of class without any preparation. The teacher only gave 5 minutes to the students to prepare their descriptive monologue. Then the students had to describe their best friend in front of class. The student who had already sent their description got a sign equal one point. The fastest group and had more sign is the winner

While the students were working their task, the teacher controlled the class by monitoring the students' behavior. He walked around the class and helped the students who got difficulties in working their task. After 15 minutes was over, the students have to came to the teacher and send their description. The fastest group who had more sign is the winner.

In the end of the game, group C was the winner again. Because that was the last conducting this game. The researcher gave a reward to the winner group and also to all of students in that class. And also, the teacher appreciated the students by giving applause. Though there were many mistakes done during the speaking activity, it did not make students gave up. Then the teacher corrected mispronunciations, grammatical errors, wrong choice vocabularies, improper fluency and comprehension.

The Result of the Students' Speaking Ability of Descriptive Text by Using Teacher Races Game.

To answer the second question of the research questions, the researcher scored the students' performance by using rubric from Haris (see appendix). There were five components that were measured such as the students' They are pronunciation, grammar, vocabulary, fluency, and comprehension. Every component has been analyzed based on the criteria in the rubric for descriptive text.

The First Meeting

The first meeting was on May 7th 2013. Based on the students' performance, mostly they were able to speak English.

The first descriptive speaking task was given to the students at the first meeting. The students were asked to make a group, then they have to describe about certain person individually.

The following description are the result of students' speaking ability in the first meeting. The researcher took 4 students as the examples of the progress in the speaking ability. Those 4 students were student A, student B, student C, and student D. Here is the result of descriptive monologue by student A,B,C, and D

1. Student A : Varin (student number 37 in 7A)

"Hallo, my name is Varin. I want describe Obama. He is the president of United State of America. He Is handsome, he has sharp nose, curly hair, but he has brown skin. Obama was live in Indonesia."

At the first meeting, Varin was in the second level of pronunciation. She always repeat her words and not clear in pronounced the words. For the grammar aspect she frequent errors of grammar which didn't obscure meaning. She used limited vocabulary to describe the person. Then, in fluency aspect, her speech was very slow and uneven except for short or routine sentence. In the comprehension aspect, she was in the second level, she understand only slow and requires constant repetition, in explaining the language feature and generic structure of descriptive text.

2. Student B : Syailendra (student number 21 in 7-A)

"Hai..my name is Rico. I want describe Luna maya. His nose is sharp, skin is white, he is tall, and beautiful. He has many friends because he is beautiful girl. His favorit hobby is singing."

In the first meeting, Student B's pronunciation was in the second level, her pronunciation was very hard to understand. Then, in the grammatical aspect, his grammar was in the first level, because he used the wrong grammatical aspect. In the vocabulary aspect, his word

choices were inadequate for even the simplest description. In the fluency aspect, his speech was often stop because of his anxiety to speak. In the comprehension aspect, he had low understanding. He understood for only the simplest description.

3. Student C : Nindita (student number 24 in 7-A)

"Hii... my name is Nanda. I will describe Nikita Willy. She is famous artist in Indonesia. she is cute, she has white skin, strong hair and curly hair, she also has sharp nose, but she is not tall. She is kind girl."

In the first meeting, student C was in the third level of pronunciation, She gave the detail description about the person. She used many variety vocabularies to describe the person. Her fluency and grammar level were in third level because she spoke in speed and fluency was rather strongly affected by language problem and . In the comprehension aspect, she was in the Third level, she understand most of what is said at slower-than-normal speed with repetitions.

4. Student D : Reina (student number 29 in 7-A)

"Hallo, my name is Reina. I want to describe about Robert Pattinson. He is the actor of Twilight movie. He Is handsome, he has sharp nose, straight hair, and he has white skin. Every girl in this world love him. Because he is handsome."

In the first meeting, Student D was in the second level of pronunciation. Her pronounced was very hard to understand, but she gave the detail description about a certain person. Her fluency and grammar level were in the third level because she spoke in speed and fluency which was rather strongly affected by language problem and she could apply the rules of simple present tense appropriately although she made a few mistakes. In the comprehension aspect, she was in the second level, she understand only slow and requires constant repetition, in explaining the language feature and generic structure of descriptive text.

The Second Meeting

The second meeting was on April 11th 2013. The result in the second meeting was almost the same as the first meeting. Based on the students' performance, mostly they were able to make description monologue related to the picture. The picture on the second meeting was the picture of their mother/father. There was an improvement. Their confidence was getting better.

There was an improvement in the second meeting. The students' speaking ability had risen. Here, the

researcher described the increasing score of student A, student B, student C, and student D, as the examples.

1. Student A : Varin (student number 37 in 7A)

"Hi.. Today I want to describe about my mother, the name is Mahmudah. She is 40 years old. She is housewife. She is beautiful, she has sharp nose, she has white skin, the hair is long and straight. But she wear jilbab. I love my mother."

In the second meeting, the student A showed her progress. she is in the third level of pronunciation, she gave clear description. Because she have good motivation in speaking English. She used rich variety of vocabularies. Their speech was effortless and smooth. He appeared to understand everything without difficulty. But she still made word-order error which did not obscure meaning. In the comprehension aspect, she was in the Third level, she understand most of what is said at slower-than-normal speed with repetitions.

2. Student B : Syailendra (student number 21 in 7-A)

"Hi.. I am Syailendra, I want to describe about my mother. Name is Bu Wanda. She has straight hair, her nose is snub nose, she has white setengah brown skin. She is tall. Because my mother dulunya model. My mother is beautiful woman. Thank you."

In the second meeting, Student B's pronunciation was the same in the first meeting. His pronunciation was hard to understand. Then, in the grammatical aspect had risen. In the first meeting he in the first level. But in the second meeting, he is the second level, he use correct grammatical order. He use correct pronoun. In the vocabulary aspect, he use limited vocabulary. In the fluency aspect, his speech was frequently hesitant, often forced into silence by language problem. In the comprehension aspect, he had low understanding. He understood for only the simplest description.

3. Student C : Nindita (student number 24 in 7-A)

"Hi,, Meet again with me ya sir..hehehe... I am Nindita, I want to describe about my father. He is 40 years old. He is tall, he has beard and mustache, but no like pak raden. Hehe.. my father has brown skin. He hobby is singing. He has good voice. Oke that's all."

Student C's pronunciation in the second meeting was still the same as in the first meeting. Then, her ability in the grammatical rules had risen. She spoke with occasional errors that showed imperfect control of some patterns but no weakness that caused misunderstanding. In the vocabulary aspect, she already had better choices of word. In the fluency aspect, her speech was occasionally hesitant. She started to be confident while

she were speaking. In the comprehension aspect, she quite well understood more complex speech directed to her.

4. Student D : Reina (student number 29 in 7-A)

"Hi.. I want to describe about my mother. She has straight hair, she has snub nose, she has brown skin, she is not tall. She is thin. She wear a veil. My mother is Muslim woman. Her hobby Is planting flower. So I have so many flower in my house."

Student D's speaking ability in the second meeting showed the same result as the first meeting. There was no improvement in his speaking. His pronunciation was frequently be asked to repeat. It was hard to understand. Then, in grammatical aspect, his grammar was almost entirely inaccurate except in typical or usual phrases. In the vocabulary aspect, his choices of word were inadequate for even the simplest conversation. In the fluency aspect, his speech was often left uncompleted because he was worried to speak. In the comprehension aspect, he had low understanding. He understood for only the simplest type of description.

Third meeting

The third meeting was on May 13th 2013. In third meeting, students' speaking ability was significant better. All students mostly had better improvement than before. The following descriptions are the improving ability from student A, student B, student C, and student D.

1. Student A : Varin (student number 37 in 7A)

"Hi.. let me introduce myself.. my name is Varin, I have best friend, the name is Tasya . She is my friend in this class. Tasya has short and straight hair, she has sharp nose, her skin is white, she is not tall not short. and she is thin. her favorite food is pizza."

In the third meeting, the student A showed her progress. She was in the third level in pronunciation. She gave enough detail description about the person. She used an adequate variety of words and most of them were correctly used. Her grammar level was in third level, there were a few errors in the use of verb. Her fluency was in the fourth level because her speed or speech seemed to be slightly affected by language problem. In the comprehension aspect, she was in the Third level, she understand most of what is said at slower-than-normal speed with repetitions.

2. Student B : Syailendra (student number 21 in 7-A)

"Assalamualaikum wr wb. My name is Syailendra. I will introduce about my best friend. He is Doni. He is my family. Sepupu. Hehe. He is handsome, he is tall and slim. He"

has sharp nose, curly hair, and her skin is agak white. His hobby is play computer. He is smart with computer”

The pronunciation of the student number 3 was in the second level. His pronunciation frequently asked to repeat. But he made good word-order and did not obscure the meaning at all. he also used variety vocabularies. From the fluency aspect, her speed or speech seemed to be slightly affected by language problems. She could give enough clear description about the person even though he made a few mistakes. In the comprehension aspect, she was in the Third level, she understand most of what is said at slower-than-normal speed with repetitions.

3. Student C: Nindita (student number 24 in 7-A)

“Assalamualaikum wr wb. My name is Nindita. I will introduce about my best friend, her name is Yasmin. She is beautiful, because she has sharp nose, theher hair is strong and curly hair, her hobby is eating, but she is not fat. She is talkative girl, but she is cute. That’s all Thank you.”

The pronunciation of the student C was intelligible, conscious a definite accent. She made good word-order and did not obscure the meaning at all. She also used variety vocabularies. From the fluency aspect, her speed or speech seemed to be slightly affected by language problems. She could give enough clear description about the person

4. Student D: Reina (student number 29 in 7-A)

Assalamualaikum wr wb.. hallo my name is Reina. I want to describe about my best friend. She is my friend in this class. Her name is nabila. She has beautiful face. She has sharp nose, strong hair, and white skin.

The pronunciation of the student number 3 was intelligible, conscious a definite accent. She made good word-order and did not obscure the meaning at all. She also used variety vocabularies. From the fluency aspect, her speed or speech seemed to be slightly affected by language problems. She could give enough clear description about the person. In the comprehension aspect, she quite understood in simple description followed by some repetitions.

DISCUSSION

In this section, the researcher discussed two aspects. Firstly. The researcher would discuss the suitability of the implementation *Teacher Races* game with the theory. Secondly, the researcher would discuss the result of students’ speaking ability

The first thing that should be noted was the suitability of the implementation *Teacher Races* game with the theory. Based on the observations, what the

teacher had done followed the theory. *Teacher Races* game which was introduced by Smith (2002) in practicing this game the pupils will need extra energy to run more and more to get the right answer. The activity in teacher races game and how to send their description to their teacher can motivate the students to speak more and increase their speaking ability. On the other hand, in conducting this game, the kinesthetic activity is very dominant. So they will not get bored while they are learning.

Teacher Races game which teacher had implemented also followed the theory of game. A game, as it is defined by Hadfield (1984) as quoted in Ninaber (2004:10), is an activity with rules, a goal, and element of fun. There were some reasons why *Teacher Races* game was appropriate. First, From the observation, the researcher can say that the topics were appropriate with the students’ interest. Moreover, the topics dealt with the local curriculum stated in the topics of the seventh grade students in the second semester. They were describing about person, place, noun, and others. It means that the topics stated in the first to the third meeting were appropriate with the local curriculum. As a result, the study gave some contributions for the students’ competence.

At the first meeting, it can be seen that there were many things that should be evaluated. Some students still got confused with the technique. Even though the students found some difficulties during the lesson, the students felt difficult in describing person. In addition, the media were suitable with the topic. The topic could motivate the students because it was familiar with their daily life. But in the second and third performance, they looked more confident in expressing their ideas because the teacher gave them support to be more confident in performed their idea.

In the first meeting, The teacher explained about descriptive text, then he asked the students to made groups and introduced about teacher races game. In the first meeting, the teacher asked the students to make a descriptive monologue based on the picture that have been given by the teacher. The students sent their description to their teacher individually. In the second meeting, the students produced descriptive monologue based on the picture of their own parents. The teacher made it different because it could make them not to be bored because of the same topic as the last meeting. In this activity, the teacher asked the students to performed spontaneously. In the third meeting, the teacher asked the students to make a descriptive monologue about their best friend. Because this is the last meeting, the students did not permitted to bring a picture. From this performance, the students did better than before. Because

from this performance, who got better performance, got a reward.

The second was the results of students' speaking ability. The students' speaking ability was getting better from the first meeting until the third meeting. The students had practiced speaking more than before.

There were five components; pronunciation, grammar, vocabulary, fluency, and comprehension had been analyzed. Most of them made a progress in each component. Based on the observation of the students performance, at the first meeting of using Teacher Races game in the teaching learning process of speaking, most of students only could performed simplest describing person. They were reluctant to deliver their idea. The pronunciation frequently was hard to understand. The comprehension was quite good with the occasional errors on grammar. In the second meeting, there was a little significant improvement to their speaking ability. They could relax in performing their idea. The pronunciation had been corrected. There were still errors on grammar but not as much as in the first meeting. The students' understanding was also good. In the third meeting, there were some changes in the students' speaking ability. In this meeting, most students could speak confidently though there were still errors on grammar. The pronunciation was better than the previous day. The fluency and the comprehension were better than the second day. The students were more familiar with English better than two previous days.

From the above explanation, it could be concluded that there was an increase in the students' speaking ability taught by Teacher Races games in the process of teaching-learning. The students' speaking ability was getting better in every meeting and it can be seen from the scores of the students' speaking descriptive task. The table showed that the scores of the students were getting better. Some students got bad marks in the first and two meeting, and finally achieved better in the last meeting. By looking at the result of students speaking descriptive task, the researcher concluded that the technique could help the students in their understanding.

From the observation, the researcher can say that Teacher Races games helped to motivate the students and reduced their boredom in the learning process. Teacher Races Game became better technique that fulfilled the students' interest in the learning process. Thus, it could be concluded that Teacher Races game has many contributions to the teaching of Speaking of Descriptive text.

Conclusion

Teacher Races game can be applied as a technique to teach speaking because this technique is able to increase

the students' interest to speak up in the speaking class. At the beginning of the lesson, the teacher explain about descriptive text, then did a game. In addition, the application of *Teacher Races* game helped the students to memorize the vocabulary easily and it could reduce the students' boredom so they could participate actively in the learning process.

Suggestion

1. *Teacher Races* game can be applied to teach speaking of Descriptive Text to the seventh graders of junior high school in order to build students' willingness to speak up and to make students interest in English language.
2. The teacher should prepare an interesting media to reach the goal of teaching learning process, because an interesting media will lead the students to be more enthusiastic to
3. The material should not too easy or too difficult. It must be in accordance with the students' ability.

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