SPEAK UP USING CARD GAMES

(Yoga Prihatin, English Department of Pancasakti University Tegal)

Abstract: This article discusses the use of card games in speaking class of spoken descriptive text (describing thing, place, and person). There are two kinds of card games, twenty question game, and Stick a Card-Word Guessing Game. The techniques used are role-play, and discussion. Card games are one of useful techniques that are encouraging and motivating students in learning and developing speaking skill. It creates meaningful context of learning English in natural ways.

Key Words: card games, role play, discussion

Introduction

One of language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language. In KTSP Curriculum, it is clearly stated that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing**.**

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. 'Speaking in a second of foreign language has often been viewed as the most demanding of four skills' (Baley and Savage 1994, p. vii).

Perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. Brown (1994) mentions 'a number of features that interact to make speaking as challenging a language skill as it is.' This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about

one's own contribution, producing that contribution, monitoring its effect, and so on.

Theory of communicative competence proposes that the ability to communicate in language comprises four dimensions: *grammatical competence* including rules phonology, orthography, vocabulary, word formation, and sentence formation*, sociolinguistic competence* rules for the expression and understanding of appropriate social meaning and grammatical forms in different contexts, *discourse competence* rules of both cohesion-how sentence elements are tied together via reference, repetition, synonymy, etc-and coherence-how texts are constructed and *strategic competence* a repertoire of compensatory strategies that help with a variety of communication difficulties (Canale and Swain (1980) adaptation of Hymes').

As a tool for language learning/teaching, media have undoubtedly always facilitated the task of language learning. In Communicative Language teaching (Larsen-Freeman 1986, Littlewood 1981) much emphasis is placed on the need for real life objects or texts (e.g., maps, railroad timetables, application forms) to lend authenticity to the communicative situation, while in the Natural Approach (Krashen and Terrel 1983), magazine pictures are used as an elicitation device in the listening comprehension and early production stages, and charts, maps, and props are used to motivate and enhance communicative interchange in later stages of acquisition.

Many students are shocked and disappointed when they use English in real interaction. They have not been prepared for spontaneous communication. They are even speechless when teacher asks them a very simple question for example; 'where have you been?'

Student needs help. Creating interaction between teachers-students or students-students is very challenging for teachers. **Discussion and role-play** are still the best techniques to motivate students in speaking the language. Green, Christopher, and Lam (1997) believe that students will be more involved with and motivated to participate in discussion if they are allowed to select **discussion** topics and evaluate their peers' performance; this idea is in line with the principle of students taking responsibility for their own learning. While Lee and McChesney (2000) suggest that discourse rating tasks, in which students' rate dialogues or scenarios on various continua of formality and the like, can raise awareness about language and can help transfer this knowledge to production activities such as **role-play.**

Encouraging students to speak English needs good creativities to engage them in conversation. Card costs less. It is achievable for every teacher even for those who live in suburb and their school has no budget for media such as computer, language lab, etc. Furthermore, card is more user-friendly, simple, attractive, and available everywhere.

Based on those conditions, in this article, offering one teaching technique for teaching speaking using card games is one of good solutions. The

reason why card games are used because games can be a very useful teaching technique for the effective and joyful learning. Games also believed can give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability. Steinberg (as cited in Arifin,2003) emphasized that games are viable method to achieve many educational objectives such as reinforcement, review, reward, relax, inhibition, reduction, attentiveness, retention and motivation.

Discussion

Discussions are probably the most commonly used activity in the oral skill class. Typically students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with the solutions, a response, or the like. A creative variation on the discussion is the 'cocktail Party' activity (Lester 1994), where an actual social occasion is simulated. Students are given new identities, which they commit to memory. Then try to find their partner, through introductions and questions, without revealing their identity.

Role Play

Role Play is one major of speaking activities. Students work in pairs. It is the best for teacher to circulate and listen to the language being produced and the way students negotiate the conflict resolution steps.

It is important to give and get feedback from students. I suggest a discussion after each round of role plays in which one pair describes their exchange to another pair. Students can then try the role play again with a new partner or after trading roles. Olshtain and Cohen (1991) recommend several steps for teaching speech acts. Students can listen and practice prototypical phrases used in speech act, and then perform role play (after considering appropriate information about the participants and their ages, genders, relationships, etc) as a final practice.

Media: A definition

There two kinds of media, "nontechnical" and "technical" media, Donna M Britton (as cited in Marianne Celce Murcia, 1991). Nontechnical media presents obvious advantages in settings where electricity is unreliable, technical resources are scarce, or funding is limited for example, blackboard, flashcards/index card, wall charts, posters, maps, etc. Technical media are costlier and less friendly than the nontechnical media, they carry with them a larger degree of "psychological reality" in that they can bring the outside world in all its complexities into the classroom for example, radio, television, multimedia lab, overhead projector, etc.

The Techniques of Using Card Games

There are many types of language games that can be used in connection with the Langua ge teaching, such as pictures games, psychology games, cards, board games, guessing games, and so on (Wright et al., 1984) In this article, there

are only 2 (two) suggested activities of using card games by guessing in teaching speaking skill namely twenty questions and stick a card word guessing game. There is a picture on the card and students are asked to describe things, people and places at the end of the game.

   a. Twenty Questions (Harmer,2001)

   "Twenty questions" is one kind of guessing games. The essential rule of this game is that someone knows something and others must find out what it is (Wright et al.,1984). This game is a useful teaching technique since it can create a true communicative situation and combine the language practice in fun and excitement ways.

   - Procedures:

   Students are divided in two teams. Each team which consists of two students who will pick the cards on the table providing by teacher, there is a picture of an object on the card. The object could be a thing, place, or a famous person or a combination of two or three of these.

   If team A is in charge, so team B has to find out what the object is by asking only **"yes/no"** questions such as **"is he tall? Does he have beard? Is he famous?"**, and team A can answer the question in a complete answer like **"No, he is short and fat"** or just in short answer like **"No" or "Yes".**

If team B can find out what the object is in twenty questions or less, team B will get point. At this phase, the teacher should arrange how many point that the team B will get if they can answer it in just five questions, ten questions, or fifteen questions, e.g. in or less than five questions, the team will get 20 points, in or less than ten questions the team will get 15 points, and so on.

Finally, one or two students of the winning team are asked to **describe** the object on the card completely. They may stand up in front of the class to tell the whole description of the object. This very attractive **describing game by guessing using picture on the card** is believed to work well in speaking class.

b. Stick a Card-Word Guessing Game

Guessing game is one of many techniques which can be applied in speaking class. 'Guessing game can be used to develop and reinforce concept, to add diversion to regular activities or just to break the ice. The most important function is to give practice in communication,' (Richard-Amato, 1988).

Here, the pictures hold the main role in conducting the games and pictures can cue responses to questions or cue substitution through controlled practice.Using pictures on the cards still plays role for the following game. The following game is developed from Wright's idea but in different technique.

- Procedures:

With this game the teacher splits the class into two teams and calls up student a student from one team to the front of the class. The teacher sticks a card or word on the student's back. Make sure the other students sitting down know what is on the student's back, but not the student standing. The student standing has to ask the others many questions to guess what is stuck on his/her back. Needless to say that other the students can't tell the student directly, what the word is. Also, discourage the use of the mother tongue in helping the student guess. Any student looses a point if they try and tell the students directly or use the mother tongue. Students can help him/her guess the word by giving him/her only verbal clues.

The first thing they have to do is half of the students who are sitting would start the game by asking "**where is your card?**" to the standing students, and the rest would answer "**the card is on your back.**" This is done to make the class livelier and to make them more enthusiastic in playing the game.

Only after the student standing has ask a question for example if the word **PIG** was stuck behind a student's back, s/he should ask questions like this: **"Is it a person?**" , **" Is it an animal?".** Then the class says **"Yes it is animal**." The student standing can follow up to ask **"Is it a farm animal?"** The student asks questions until s/he has guessed the word correctly and scores a point for his/her team. Set a time limit if need be.

At the end the winner will describe the object in detail. Others will listen while correcting whether there is a missing sentence produced. Teacher's task is

correcting sentences for their pronunciation, grammar and diction they choose. Teacher takes note then she or he will explain what the correct sentences should be.

The Effectiveness of Card Games

games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life Zdybiewska (as cited in Uberman,2002), Related to that statement, Kim (1995:35) presents six advantages of using the language games in the classroom, which are:

1. games are motivating and challenging.
2. games are as a welcome break from the usual routine of the language class.
3. games help the students to make and sustain the effort of learning.
4. games provide language practice in the various and integrated language skills.
5. games encourage students to interact and communicate to each other.
6. games create a meaningful context for language that is being learned by the students.

In line with Kim, Mei and Yu jing (2000) also believe that through playing games, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stres,

the students can learn a lot in learning the target language. While Wright et al.(1984) write that games can help the teacher to create contexts in which the language is useful and meaningful. The learners who want to take part in the activities, must understand what others are saying or or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information.

Conclusion

Card games is a useful technique in learning and developing speaking skill, since it can create positive classroom interaction that can lower the students' anxiety in learning the foreign language. Card games also help the students to develop their speaking skill in interesting activities so that their speaking ability can be developed in natural ways.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication which is in line with the objectives of the teaching skill.

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