Teaching Speaking of Recount Text using the Crisscross Game

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ABSTRACT

The study aims to describe the teaching of speaking a recounted text using the crisscross game, its problems, and its solutions. The research design is descriptive qualitative. The sample in this research was chosen by applying a purposive sampling technique, and the data sources were social situations, participants, and documents. The researcher uses observation, interview, and documentation techniques for collecting data. The data analysis technique includes reducing, displaying, and creating a conclusion. The result of the research shows that the implementation of the crisscross game in teaching speaking a recount text gives some examples: introduce the Crisscross Game, divide students into groups and stand in a circle, ask students to experience in the form of recount text, students answer and submit a question from the teacher, students create a simple monologue recount text, students present the text. However, the students still face problems with vocabulary. The solution to the problem is to practice listening and vocabulary tasks.

KEYWORDS: *Speaking, game, crisscross, recount text*

1.0 INTRODUCTION

Speaking is a very crucial part of people's daily life. People communicate and relate with others through speaking. Speaking is the ability that presupposes not only language features but also the ability to process information and language (Darmuki et al., 2017; Maulimora, 2019). In the teaching-learning process, speaking is one of the skills that students must master. Mastering speaking skills in English is a priority for many second-language or foreign-language learners. However, speaking is also difficult to learn because students are supposed to speak in English and master speaking components such as pronunciation, vocabulary, grammar, fluency, and content (Arifin & Rosita Sari, 2019; Sari & Arifin, 2020).

However, it is not easy for the students to communicate in English. They have to think more often and deeply when speaking in English. Most students are shy and passive and get cold feet to convey their ideas in speaking. They also tend to worry about correct grammar and diction (Arifin & Manda, 2021). The students are challenged to talk directly in front of the class. Related to speaking recount text, many student face difficulties due to the activity of telling their past event to the audience. The students lack the ideas and imagination to create a recount text. Based on the interview with the English teacher, the researcher found that the students' comprehension was low. Students only compose a dialogue and then practice it in good pronunciation, intonation, etc. With this strategy, the students sometimes feel bored and do not enjoy the class, even if they are afraid when they make a mistake in their speech in front of the teachers.

To master speaking skills, students should practice to become accustomed to speaking in English. They should listen to the teacher and try to talk, even if it is wrong. English teachers should be more creative in designing speaking activities or instructional material in foreign language teaching to make students enjoy the teaching activities and avoid anxiety (Arifin, Nurkamto, et al., 2024; Chen & Hwang, 2022). Designing enjoyable teaching methods in the

classroom could create a good atmosphere for the teaching-learning process.

The teaching-learning of speaking involves giving students instruction to communicate and express something through spoken words. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules (Amoah & Yeboah, 2021; Fagsao & Mi-ing, 2021). Teaching speaking delivers the knowledge of how native speakers use the language in structured interpersonal exchange. Therefore, when teachers teach a specific language, the materials should be authentic or real-life-oriented. Teaching English aims to help students develop their communicative competence in oral and written form. This means that students are prepared to produce English speech sounds and sound patterns correctly, use words, phrases, and sentences appropriately according to the context, and also how to manage meaningful ideas and logical sentences and use appropriate language to convey and express their ideas (Celce-Murcia, 2007). Teaching English drills students to be competent in understanding, composing, and creating text.

1.0.1 Recount Text

Recount is one of the genre texts which are taught in high school. Recount text to inform people about an event, entertain them, or tell about an incident in the past by providing a series of events using circumstances, time, and place (Arifin & Riyanti, 2018; Silalahi et al., 2021). Recount has the social function of retelling events to inform or entertain the audience. A recount is one of the examples of a story genre. A recount text reconstructs past experiences. For example, when we write a diary talk, we sometimes tell stories about our activities, from what we do in the morning until we sleep. In this case, we will write it based on chronological and time order. When we write a diary, we also create a recount text. Recounts begin by telling the reader who was involved, what happened, where this event occurred, and when it happened. The sequence of events is then described in some order, for instance, a time order.

1.0.2 Crisscross Game

In teaching speaking a recount text, many strategies can be applied, and one of the potential strategies is the Crisscross Game. The crisscross game is an active game aiming at reviewing or revising pronunciation (Rahayu, 2017)In this game, the teacher asks the students something in an orderly manner. Then, the student answers the question, which runs to the last student. The purpose of having students play the game of Crisscross is to explain the underlying reason governing who wins or loses. This exploration should lead the students to form, test, and ultimately prove conjectures about how to win at Crisscross.

Crisscross is one of the games that helps teachers in the learning process, especially teaching speaking. The Crisscross game has a characteristic that asks the students to speak up by retelling something so that it is matched to teach spoken recount text. By playing Crisscross, students are more interactive in retelling something. The Crisscross Game supports students' speaking more. This strategy can improve junior high school students' pronunciation because they are encouraged to speak as they can.

Thus, the research focuses on describing the implementation of the Crisscross Game in teaching speaking a recounted text. It also aims to identify the problem that arose and what solution was used to face it.

1.1 METHODOLOGY

This research is conducted at a junior high school in Madiun East Java, Indonesia. This study was conducted for five months, from March to July. The researcher uses descriptive qualitative research to analyse the implementation of the Crisscross Game in teaching, using a recounted text to find out the problem that arises and the solution used to face the problem. Data includes materials the study participants actively record, such as interview transcripts and participant observation field notes. Interviews are used to see their abilities in implementing the crisscross game in teaching speaking a recount text and their progress in gathering information. Observation aims to get information from watching and listening to events and recording what occurred. The document results from photographs, videos, clinical case records, and memorabilia that can be used as supplemental information for a case study whose main data source is participant observation or interviewing. The research procedures are planning, application, and reporting. This research applied the interactive model by Miles and Huberman (Miles et al., 2014). Data analysis procedures are as follows: Data Condensation is the process of selecting, focusing, simplifying, abstracting, and transforming notes, interview transcripts, and documents to make them easier to understand. The next technique is to display the data in an organised, compressed assembly of information that explains the conclusion and what happened in the research. Verification is making conclusions from the researchers' draws and verification after finishing data reduction and data display. This means that the conclusion drawing is only half of the final result because the conclusion will be verified later.

1.2 RESULTS AND DISCUSSION

Based on the data presentation, some research findings can be presented, such as some activities in teaching speaking using the Crisscross game. They are: tell the students how to play it and the goal that they will be reached. Give all the students a framework for managing their time playing the game. Divide the students into groups, each consisting of four to six students. The students make a group stand in a circle in front of the class; the teacher asks the students about their experiences in the form of recount text. Then, students listen and submit a question; the teacher assigns students independently to create a simple monologue recount text. Then, students present the text.

From the observation, the researcher can conclude that the Crisscross game brings advantages in teaching speaking. The students know the real example of English or the practice of this language in real life. Those conditions make the teaching and learning effective, especially in the speaking class. All the students can do the activities in the Crisscross game because it is enjoyable, easy to do, and not boring. All twenty-five students liked the learning speaking process using the Crisscross game. Some students find learning to speak and recount text enjoyable and interesting. Students feel no boredom when learning. They can interact and play the game with their friends while studying. After conducting a speech using the Crisscross game as a strategy for teaching speaking, the researcher and teacher gave tests to determine the students' speaking skills. The results of each test showed improvements in students' speaking skills. Based on the teacher's interview results, most students demonstrated good enough in English. This finding aligns with the statement that students were confident in speaking English using the Crisscross game, and it positive on their speaking skills (Toyyibah, 2018)

Based on the observation and interview results regarding using the Crisscross game in teaching speaking, the researcher finds some problems with this strategy. One still finds it difficult to rearrange the teacher's dictation into speaking text. In detail, one of the eight students answered that it was enjoyable, but the classroom situation was crowded. The students' interview continued with their problems in speaking vocabulary. They could not speak English well and feared being

ridiculed in class. Their vocabulary mastery was minimal. The teacher did not provide them with a vocabulary activity, but they needed it to develop their speaking skills. There is a high level of stress in the classroom because students face unfamiliar or unknown grammatical structures, words, texts and so forth (Arifin et al., 2023). Therefore, students often feel uncomfortable and insecure in class, inevitably affecting their learning ability. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun. Since students know they are playing games and want to communicate efficiently, they do not worry about making mistakes and do not try to correct themselves in every sentence. Playing games, students can improve their fluency and natural speaking styles without worry and stress (Arifin & Purwanti, 2016). This means that the teacher can use games as an activity that stimulates students' imagination. This activity will make students feel excited and find that learning is fun. Hence, the teacher is allowed to use games in their teaching as long as students are still engaged in the lesson. Using games as an alternative to teaching English can motivate students to follow the lesson.

From the problem that arose, some solution is used to face the problem in implementing the Crisscross Game in teaching speaking a recount text to eighth-grade students. The details of each action included listening and vocabulary tasks and pronunciation practices. The listening activity was a warming-up activity before the main speaking activities. The students listened to recordings of dialogues about a topic being studied today. They benefited from the recordings by learning expressions, situations where expressions were uttered, pronunciation, and related new vocabulary. Pronunciation practices accompanied the vocabulary task. As the students finished the vocabulary task, they practised pronouncing it. Pronunciation practices were very important due to the student's lack of success in pronunciation. Aligned with Arifin et al. (2024) He mentions that game-based instruction leads to better understanding and practice of language skills and increases students' learning attitude.

1.3   CONCLUSION

It can be concluded that the Crisscross game helps teachers in the teaching-learning process, especially teaching speaking, by asking the students to speak up and retell something in recount text. By playing this game, students are more interactive in retelling stories, increasing their speaking skills and learning attitude. However, the class got crowded and difficult to control, which annoyed some students. Other problems are related to vocabulary mastery, which can be coped with vocabulary drilling and practices during the implementation of the game. It is recommended that the game be used to teach speaking.

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