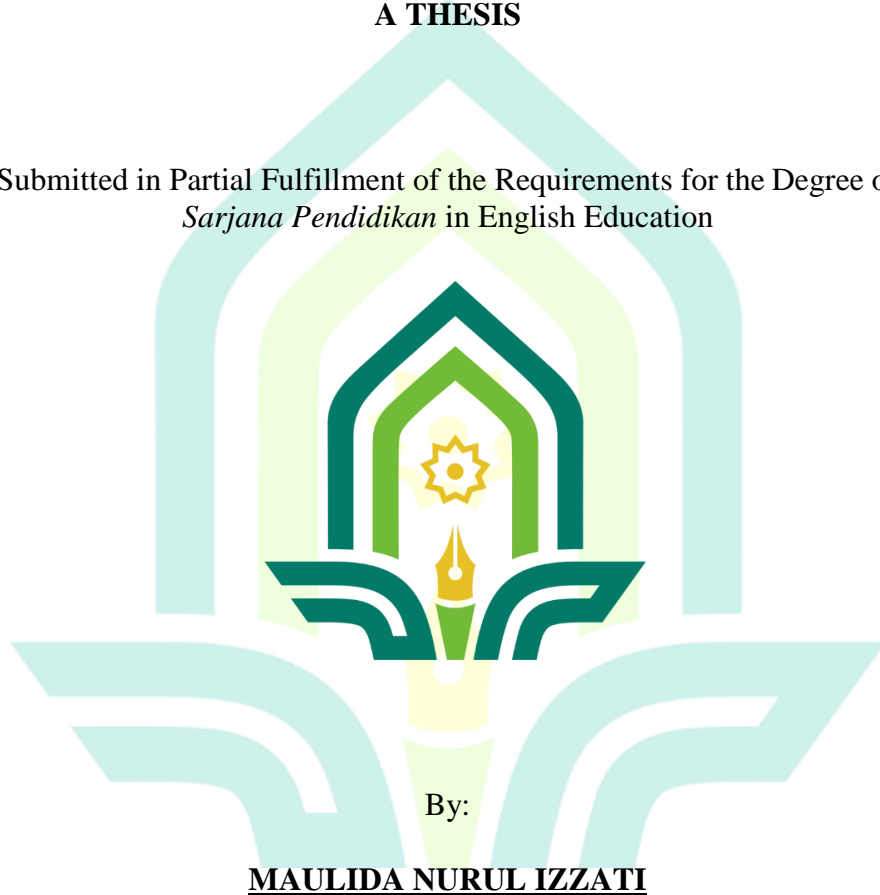# TEACHER'S EXPERIENCE IN TEACHING SPEAKING THROUGH WORD CHAIN GAME FOR ELEMENTARY SCHOOL STUDENTS

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education

By:

MAULIDA NURUL IZZATI
SN. 2519126

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

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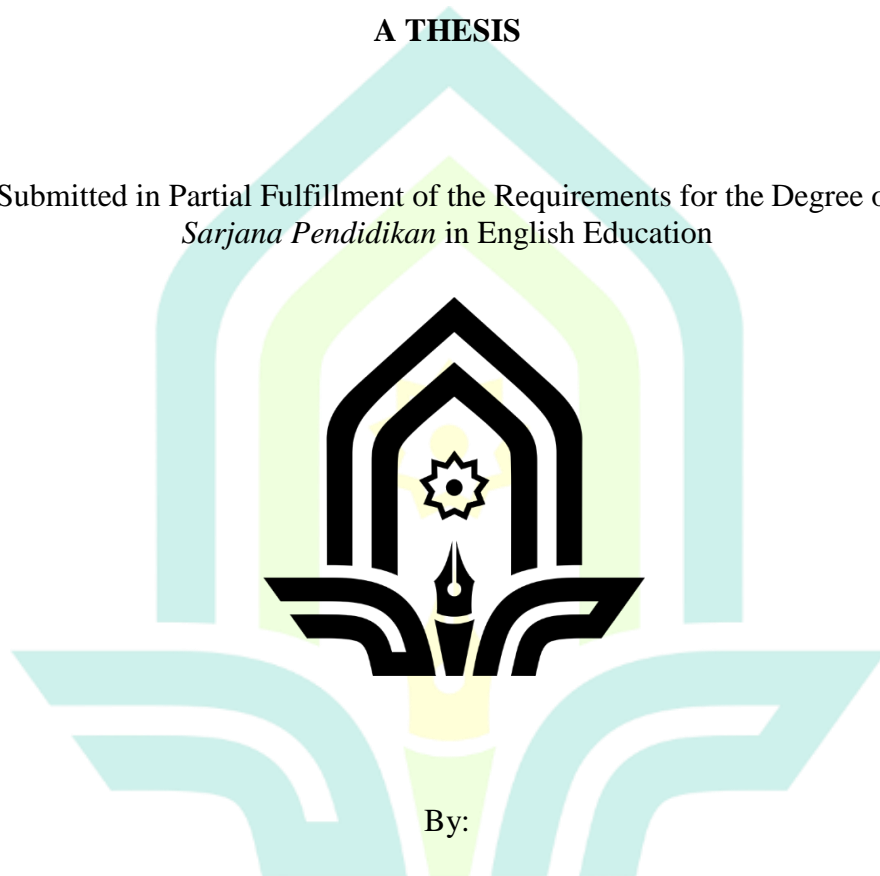*Sarjana Pendidikan* in English Education

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

"Sometimes We Crack, Only to Let the Light in."

(Anonymous)

"No matter what happens in life, be good to people."

(Taylor Swift)

ABSTRAK

Permainan kata berantai merupakan salah satu strategi yang mudah diaplikasikan oleh guru dalam pembelajaran di kelas. Dalam aspek pembelajaran bahasa Inggris, permainan kata berantai memiliki peran yang dapat membantu siswa dalam melatih berbicara atau sebagai strategi pengajaran. Penelitian ini meneliti bagaimana guru memberikan pembelajaran bahasa Inggris khususnya mengajar berbicara di kelas melalui permainan kata berantai. Ada beberapa elemen yang harus diperhatikan dalam mengorganisir permainan dalam pembelajaran bahasa Inggris yang dikutip oleh Deguang Zhu. Penelitian ini menggunakan metode kualitatif. Instrumen untuk pengumpulan data dalam penelitian ini diantaranya yaitu: wawancara, observasi, dan dokumentasi. Dalam menganalisis data, penelitian ini menggunakan teori Braun dan Clarke. Penelitian ini dilakukan di salah satu sekolah dasar di Pekalongan, Jawa Tengah, Indonesia. Data diperoleh dari satu partisipan yang memiliki latar belakang pendidikan bahasa Inggris dengan gelar sarjana dan magister jurusan bahasa Inggris yang mana telah menggunakan strategi permainan kata berantai beberapa kali untuk berbagai kelas yang di ajarnya. Peneliti menambahkan dua siswa untuk menjadi sumber kedua dan pendukung data pertama dari satu partisipan tersebut. Kedua siswa tersebut merupakan kelas 4 yang diampu oleh partisispan atau guru bahasa Inggris tersebut. Hasil dari penelitian ini menunjukkan bahwa partisipan menggunakan keempat elemen penting dalam mengorganisir sebuah permainan untuk mengajar berbicara dalam pembelajaran bahasa Inggris. Keempat elemen tersebut adalah penataan waktu, mengatur permainan berdasarkan minat siswa, pilihan, menyiapkan permainan, dan membuat dua tim dalam permainan. Langkah-langkah memainkan permainan kata berantai antara lain: memberi instruksi cara memainkan permainan, memberi waktu sekitar 3 menit, membuat dua tim, menghitung kata yang telah siswa dapatkan, mempraktikkan kegiatan berbicara bersama di depan kelas. Selama penerapan strategi permainan kata berantai, partisipan mengalami beberapa kesulitan. Ada tiga kesulitan yang dihadapi yaitu siswa yang bosan, siswa yang tidak tertarik, dan siswa yang jarang mempraktikkan berbicara setelah permainan berakhir. Peneliti berharap bahwa penelitian ini dapat menjadi refleksi dan evaluasi terhadap permainan kata berantai sebagai strategi pengajaran.

Kata kunci: Permainan Kata Berantai, Mengajar Berbicara, Strategi Mengajar Berbicara.

ABSTRACT

Word chain games are one of the most practical strategies a teacher can employ in classroom learning. In the aspect of English learning, word chain games have a role that can help students train speech or as teaching strategies. The study examined how teachers give English studies, especially teaching speaking in class through word chain games. There are elements to be noted for organizing games in English learning cited by Deguang Zhu. The study involves qualitative methods. Among the instruments for data collection in this study are interviews, observations, and documentation. In analyzing the data, it employs the Braun and Clarke theory. The study was conducted at one of the primary schools in Pekalongan, Central Java, Indonesia. Data was obtained from one participant who had a background in English education with a bachelor's degree and an English major who had used word game strategy several times for the classes she was holding. The researcher added two students to be the second source and helped the data from the participant. The two students were 4th grades whose English teacher was the participants of this study. The results of this study indicate that participants used all four essential elements in organizing a game to teach speaking in English learning. The four elements are setting time of the game, adjusting the game to student interest, preparing the game, making two teams in the game. The steps for playing word chain includes: the teacher giving instruction how to play game, setting time around 3 minutes, making two teams, counting the words that students get, practicing speaking together in front of class. During the application of the word chain game strategy, participants experienced some difficulties. There are three difficulties at hand: students who are bored, students who are not interested, and students who rarely practice speaking after the game is over. Researchers hope that this study can be a reflection and evaluation of word chain games as a teaching strategy.
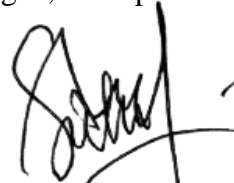
Keywords: Word Chain Game, Teaching Speaking, Strategy of Teaching Speaking.

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **Teacher's Experience In Teaching Speaking Through Word Chain Game For Elementary School Students** could be completed. It was submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Degree of *Sarjana Pendidikan* in English Education. The research was completed thanks to a lot of help from many people. Thus, I would want to use this opportunity to thank those who are listed below:

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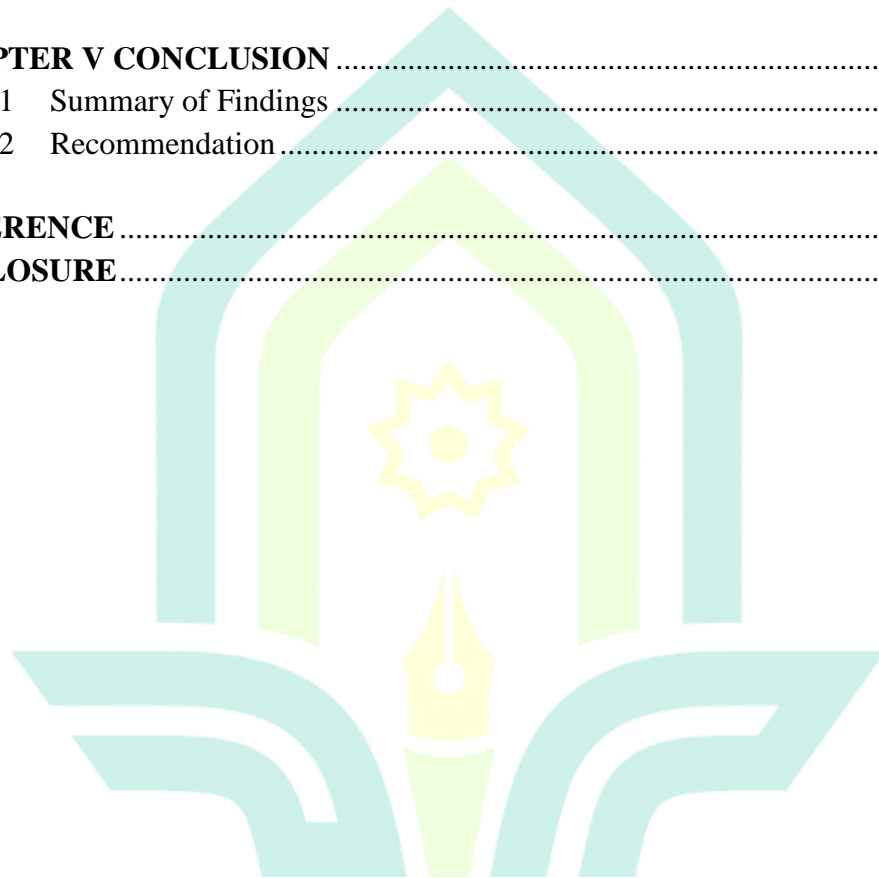
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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Speaking is the primary indicator of a person's English language proficiency. A person who is good at speaking will also feel at ease and be more open to learning other abilities like writing, listening, reading, and grammar. Speaking in English is not an easy task for young learners in elementary school because it is something new and quite difficult for them (Sari & Amri, 2016). The majority of English language learners especially young learners experience shyness when speaking because they fear making mistakes. Additionally, they fear ridicule from their peers. No one want to look wrong in regard to anyone else. Therefore, shy people often choose to remain mute rather than try to avoid embarrassment (Januariza & Hendriani, 2016).

Therefore, proper grammar and word choice should be considered to prevent miscommunication between the speaker and the listener. It implies that grammar and word choice should be essential considerations in every communication. Speaking can be interpreted from the definition given above as an action that links individuals together while they receive and impart knowledge. It's crucial to take language and word choice into account while communicating an idea to ensure that the listener understands the core idea (Sari and Amri, 2016).

There are a few issues, nevertheless, that make it difficult for pupils to communicate in English. The starting point issue is that the young learner's instruction methodology is insufficiently inappropriate. The second issues is that young learners find it challenging to learn English since it differs from their mother tongue and native speech linguistically. Therefore, the teacher must be imaginative to employ various strategies that can boost students' desire to study English and enhance their speaking abilities (Sari and Amri, 2016).

To help pupils overcome their speaking challenges, teachers' speaking tactics are crucial. Speaking exercises are created to equip students with the skills necessary to connect with others and communicate in the target language (Brown & Yule, 2000). Speaking skills can be efficiently taught by teachers using a variety of strategies. Teaching strategies are any of the several techniques or ways that teachers utilize in the teaching-learning process. Several experts have suggested using role-playing, drills, games, image description, and storytelling as speaking ways of teaching (Razi et al., 2016).

Games are also one of the strategies for teaching speaking. Applying games in the classroom can make the learning environment more fun and vibrant. For the students, learning a new language is challenging. Frustration may result from this circumstance. On occasion, they experience boredom and dissatisfaction in the classroom. Games aid and inspire them to aid students in their learning. The game has a potency that

can be applied in a language-learning lesson. Students who participate in the language learning game are treated kindly. Additionally, the awards that are given to them encourage them to win the game. As a result, students are aware of the lessons they might gain from class activities without even realizing it (Sari and Amri, 2016).

In this study, speaking becomes a primary target for focus on, as it is introduced on the first day of school and they consider it important to children. This research emphasizes teachers' experience in teaching speaking through word chain games for elementary school students. Here the teacher chose an alternative game because the majority of the students in the class have a kinesthetic which means they want to always engage in learning activities taking place. The game is particularly suitable to teach speaking using word chain games to train speaking ability as they can explore and contribute well during learning. Then elementary schools have a bilingual language where they are learning two languages in the classroom. Therefore, the ability to speak is indispensable to their daily communication. In this case, a teacher will play an active role in teaching speaking through word chain games for elementary school students. The teacher will give an experience of how she chose to use that game for the student's speaking abilities. Based on the above information, researchers are interested in researching Teacher's Experience in Teaching Speaking through Word Chain Games for Elementary School Students.

1.2   Research Question

This study focuses on two research question:

1. How does the teacher use the word chain game in teaching speaking for elementary school students?

2. What are the challenges of using word chain games in teaching speaking to elementary school students?

1.3   Aims of the Study

The difficulties that will be looked at are used to formulate the goals of the study. The study's goals are as follows:

1. Finding out how teachers use word chain games in teaching speaking for elementary school students.

2. Finding out the teacher's challenges using word chain games in teaching speaking for elementary school students.

1.4   Significances of The Study

The significance of this research is explained as follows:

1.4.1 Theoretical: This study is expected to be available to offer clear details about teachers' experience in teaching speaking through word chain games for elementary school students. This research involves theories related to teaching ability.

1.4.2 Empirical: The results of this study are expected to be available to offer an empirical point of view about teachers' experiences when using word chain games in teaching speaking for elementary school students.

1.4.3 Practical: The research provides information to readers about the perceptions faced by teachers when using word chain games in teaching speaking for elementary school students.

1.5 Definition of Key Terms

To avoid misunderstanding the meaning of this study, the researcher tries to explain the definition of the following few words:

1.5.1 Teachers' Experiences: The term "teacher's experience" refers to someone who has been a teacher for several years and has demonstrated the ability to engage students, keep them focused, and handle the classroom and session efficiently (Rodriguez and McKay, 2010).

1.5.2 Teaching Speaking: Teaching Speaking is an essential component of any language education program. Spoken language not only provides "affordances" for learning as the primary medium of communication in the classroom, but it also plays a significant role in syllabus content and learning objectives (Burns, 2019).

1.5.3 Word Chain Game: The word chain game known as the Shitori game is a game played by creating a word chain and each player must say the word beginning with the last letter of the word given by the previous player (Hyakka, 2014).

CHAPTER V

CONCLUSION

5.1 Summary of Findings

According to the preceding chapter, results, and discussions, a word chain game strategy used by teachers in the English class to teach speaking to elementary school students became an appropriate strategy for student speaking. This is based on the experience told by participants in the strategy. Word chain game is believed to be a preferred strategy by the teachers who implemented that game and the students involved. The participants used four elements from Zhu's theory (2012) to organizing the game, namely setting time of the game, adjusting the game to student interest, preparing the game, and making two teams in the game.

1. Setting time of the game

    The participant explained to students that they just had 5 minutes to play the game to search their vocab quickly and write it on whiteboard one by one of the team between boys and girls.

2. Adjusting the game to student interest

    Participants using the word chain game adjust the student's character and capabilities that they're dominant students who are kinesthetic, want to more move, and take a role and the word chain game is easy game for them.

3. Preparing the game

Participants used this element because want to make students understand what the game will play and what should they do.

4. Making two teams in the game

Participant made two teams of boys and girls apply the word chain game to teaching speaking because it makes the game more fun than playing individually.

Next, from the fourth elements above and the results of the previous chapter we can conclude that the teachers used a few steps in playing word chain includes:

1. The teacher giving instruction how to play game

2. Setting time around 3 minutes

3. Making two teams

4. Counting the words that students get

5. Practicing speaking together in front of class

However, there are several challenges a teacher must face when using a word chain game strategy to teach speaking, such as students bored, students who aren't interested, and students who rarely practice their speaking skills.

1. Students are bored

Participant found some students who were bored from waiting for their turn to write vocab to waiting for their friend to write while thinking for a while, they get bored.

2. Students didn't interested

Participant faced in teaching speaking through word chain games were uncontrolled or noisy class situations like some students running around the class, and some of them just talking loudly outside the game.

3. Students rarely practice their speaking skill

Participant explained that after the game had finished students practiced speaking the words they had already written on the board, but some students had gone back to the chairs or not stay in front of the class to practice speaking together.

Each challenge has different solutions for participants to handle and make students' speaking activities go smoothly and their speaking ability to be better. However, the implementation of word chain games is believed to be good for facilitating students in their speaking skills.

5.2 Recommendation

These findings led to several suggestions for English teachers. Teachers are advised to employ engaging teaching games when instructing students because these activities will liven up the classroom and grab students' attention. Teachers must be able to change students' perceptions such that speaking is seen as enjoyable rather than challenging. When using word chain games there are several difficulties encountered by teachers including students who are bored, students didn't interested, and students who rarely practice their speaking. In this regard, teachers should

pay attention to the solutions such as giving a few variations in playing games, giving motivation, and maintaining class well.

The study is recommended to be further examined by researchers in the future. Speaking fluently helps students feel more confident and motivated about studying English. The findings of this study are believed to be helpful as a guide for future research. The researcher's focus in this study was on the teacher's experience of using word chain games to teach speaking to elementary school students.

The final chapter of the study, which deals specifically with speaking on a different topic, such as the impact of word chain games on students' speaking abilities, is intended to be a contribution to future research.
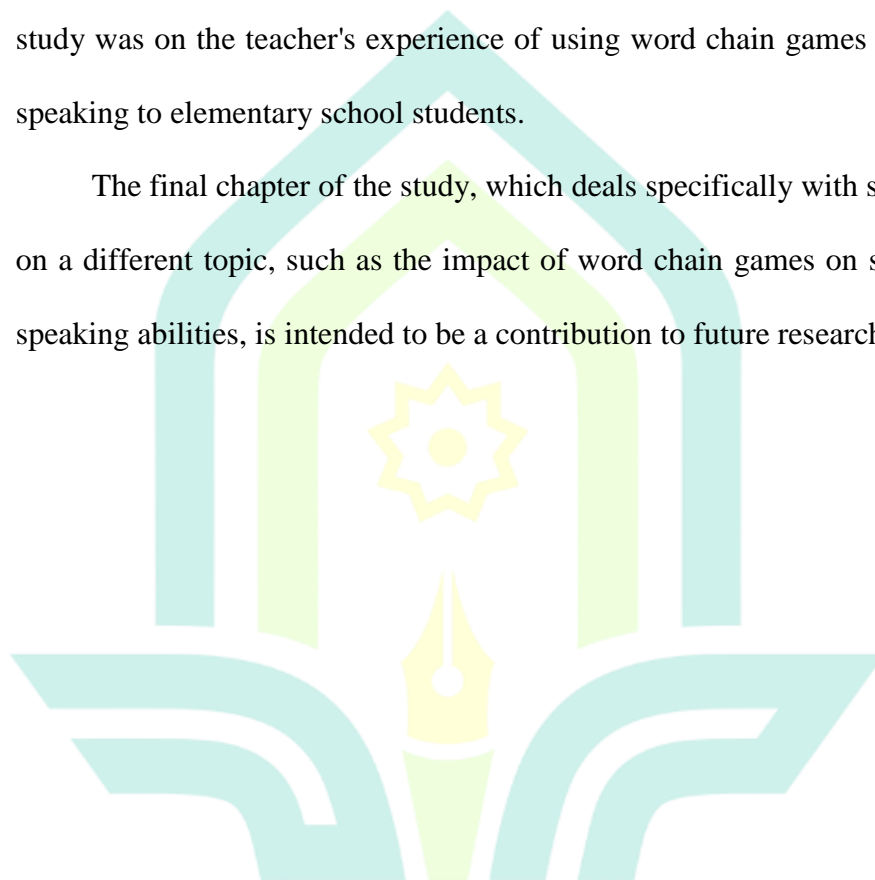
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