

## **STRATEGY OF TEACHING SPEAKING BY USING GAMES FOR FRONTRUNNER CLASS AT EF (ENGLISH FIRST)**

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### **Abstrak**

*Bahasa penting dalam kehidupan sehari-hari untuk menyampaikan berbagai informasi dan pendapat kepada orang lain. Bahasa Inggris adalah kunci bahasa Internasional untuk berkomunikasi dengan orang lain. Penelitian ini sangat menarik karena mengeksplorasi strategi pengajaran yang digunakan oleh guru dalam kursus Bahasa Inggris, yaitu EF English First. Penelitian ini bertujuan untuk menjelaskan strategi guru dalam mengajar berbicara dengan menggunakan permainan untuk kelas Frontrunner. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus dimana peneliti melakukan wawancara dan observasi. Penelitian ini berfokus pada tingkat kesepuluh kelas Frontrunner yang pada tingkat sepuluh sampai dua belas merupakan tingkat Menengah Atas, sehingga termasuk dalam tingkat B2 dalam CEFR. Hasil penelitian menunjukkan siswa senang dan pembelajaran menjadi interaktif dengan menggunakan permainan dalam pengajaran berbicara. Karena mereka dapat menambah kosa kata baru dan dapat mengembangkan ide mereka dengan melakukan kegiatan berbicara.*

**Kata kunci:** *Permainan untuk mengajar berbicara, Menangani siswa, Mengajar berbicara*

### **Abstract**

*Language is important in everyday life to convey various information and opinions to others. English is a key international language for communicating with other people. This research is very interesting because it explores the teaching strategy used by the teacher in an English course, namely EF English First. This research aims at explaining the teachers' strategy of teaching speaking by using games for Frontrunner class. This research uses a qualitative with case study approach where the researcher conducts an interview and observation. This study focuses on the tenth level of the Frontrunner class which at the ten to twelve is the Upper Intermediate level, so that included in the B2 level in the CEFR. The results of the study show the students are happy and learning becomes interactive by using games in teaching speaking. Because they can add new vocabulary and can develop their ideas by doing speaking activities.*

**Keywords:** *Games for teaching speaking, handling students, teaching speaking*

## **INTRODUCTION**

English as international language, helps us in all aspects, such as someone who wants to start a business, travel abroad, and also important for academia. There are four skills in the English language; listening, speaking, reading, and writing. Speaking is important in communication, because without speaking properly, someone cannot deliver his information, statements, arguments, etc. We can realize that today's communication technology is growing rapidly, so that someone is required to be able to speak English. Hanna (2018) teaching speaking is important part of language learning. The ability to communicate and interact within the target Language becomes clear and efficient will contribute to student success.

According to Rao (2019) English teachers need to use different techniques to develop their speaking skills because some EFL/ESL learners are deeply afraid of making mistakes. One of the problems in the classroom is passive students in improving speaking ability. According to Jaya et al., (2022) the main problems students face when speaking English can be divided into an emotionally related problem, social problem, language problem, and emotional. The problem is an attitude, confidence, motivation, fear, duration of exposure to language, educational conditions, environment, family background, students, and teachers. The social problem includes comprehension to practice English outside the classroom and language understanding class. The students feel nervous when they want to say something in the English language. Although there have been many studies discussing speaking and games, the distinguishes this research to other research is this research discusses what games are used by EF English First to develop students' speaking skills and also how to handle students who are still less active in learning activities especially speaking.

Furthermore, the researcher chose EF English First on the tenth level of Frontrunner class to do the research. EF English First course is part of an education

company founded by Bertil Hult in the Swedish University town of Lund. EF English First course is an English course which is a place for studying English outside of school. English course as a facility for students to develop their potential in English learning. Moreover, teachers have to prepare a lesson plan for teaching speaking well, so that the students can practice their communication skills correctly. Teachers set student learning goals, plan lessons, and then work backwards to create or determine content and ratings.

There are kinds of game for teaching speaking; picture games, card and board games, word games, guessing and speculating games, and story games. An & Ho (2018) explained that using games encourage the students to do so and may help solve their problems in speaking, and they emphasize fluency over accuracy. This is the emphasis on fluency, so encourage students to communicate. When they make a mistake, they usually get less criticism.

Based on EF English Live | Tuesday, (02/28/2023). There are sixteen levels in each EF's programs. This study focuses on the tenth level of Frontrunner class which at the ten to twelve is Upper Intermediate level, so that included in the B2 level in the Common European Framework of Reference for Languages (CEFR). Moreover, the students in EF English First course have to do the test to determine the grade level and adjust the age. However, positive results from this research is to give new information to other courses about the strategy of teaching speaking and how to handle students by using games at EF English First Bukit Mas, Surabaya.

## **METHOD**

This study is qualitative study with a case study approach. The data of this research are statements taken from an interview and observation. The interviewers are

the Course Consultant, Teachers, and Progress Advisor in EF English First Bukit Mas, Surabaya. In contrast, the observation did in the tenth level of the Frontrunner class.

In this research, the researcher conducted semi-structured to collect the data. There is no strict adherence to semi-structured interviews. The implementation depends on how the respondent responds to the question or topic posed by the researcher. There are some steps to collect the data:

- a. Preparing questions for the interview;
- b. Contacting the interview and scheduling the interview; and
- c. Executing the interview, recording it, and turning it into a transcript.

The researcher conducted the observation in the tenth level of the Frontrunner class. Then, the researcher did the observation only to make sure the process of teaching speaking from the beginning until the end of class. The researcher validated the collected data by using data triangulation. Data triangulation is the use of various data sources, such as: time, space and people in the study.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Finding 1**

Based on the results of interviews with four participants; a course consultant, two teachers, and a progress advisor, the researcher finds the research findings. The following discussion presents the research findings, which are divided into three findings.

### **Stages of teaching speaking which are applied by the teacher to develop students' speaking**

The researcher found the stages of teaching speaking done by the teacher when teaching in the classroom. So that, the students can actively speak English in the classroom. "There are stages starting from introduction, presentations such as grammar points or language points. Then there is such a thing as drilling or training." (T1).

The other teacher also mentioned that teachers have to start the stage with an introduction, and presentations, then students need practice. The problem is that some students are still not confident to try to speak English, moreover, they are afraid that what they say is mispronounced. In addition, parents also play a role in developing students' speaking. Progress Advisor states that if parents want their child's speaking development to progress quickly, parents must also practice speaking English while at home.

*"Sometimes they want to talk but their vocabulary is not enough." (T2).*

Moreover, increasing vocabulary is very important in speaking English. Because not all students taking courses at EF learn from the first class, namely the Small Stars class, where in the Small Stars class the students will be taught a lot of vocabulary in English. So that in the next class, they have sufficient provisions for developing their speaking English.

### **Kinds of games that are suitable for teaching speaking in the Frontrunner class**

Games are very influential in learning activities because students can hone their skills, because games can make students happy so that they are enthusiastic about learning. When the researcher did the observation in class, the teacher used a game called the dice game. This dice game aims to train students' ability to make sentences

with the words contained in the textbook according to the number of dice they get. Besides that, many types of games are applied by teachers in teaching speaking.

“For example; hot seat, telephone games, and class survey.” (T1).

Other teachers mentioned that the selection of games must also be adjusted to the material or topic they discuss. The game must be designed as well as possible besides being able to make them happy, it must also be structured.

“Of course, more interesting. Because sometimes they are tired of coming to EF. So, the packaging with games is more interesting, more competitive.” (T2).

In addition, the course consultant mentioned that the teacher prepares the lesson and also the games themselves before starting the class. The course consultant only confirms to the teacher how many students will be coming and also prepares the classroom for study. So, the teachers have to create sufficient creativity in packaging learning activities as well as possible, so that they can be well received by students.

### **The strategy of handling the Frontrunner class**

The Frontrunner class is the highest class among Small Stars, High Flyers, and Frontrunners. The average age in the Frontrunner class is around 14-17 years old. At that age, it describes the physical, psychological, and social maturity that affects the teaching and learning process. There are several obstacles encountered by the teacher when teaching speaking in class. The researcher also found from the observation that there was a student who was still wearing her school uniform, so after she finished her activities at school, she went to EF to attend the course. There must be a feeling of fatigue felt by students, therefore the teacher must make a good and structured teaching strategy.

*“First, the obstacle is the topic. How relatable is this topic to the Frontrunners’ student.” (T1).*

T1 also stated that when asking students to talk, sometimes many students are silent or passive. Meanwhile, the teacher must adjust the topics to be discussed with the contents of the textbook.

The other teacher also mentioned that at the lowest level of Frontrunner class, students tend to be shy or not confident when speaking because of the limited vocabulary they have. Meanwhile, at the highest level of Frontrunner class, students tend not to like or match the topics discussed. So teachers have to adjust the topics they want.

## **Finding 2**

After the researcher did the interview, the researcher also did the observation in the tenth level of the Frontrunner class. At this level, there are four students:



The researcher conducted an observation activity in the tenth level of the Frontrunner class. The class starts from 4.30 PM to 6 PM. Before class start, the teacher greets the students and asks them to prepare their books. Then the teacher prepares the material to be shown on the TV available in each class. During learning activities in class, especially during speaking, the teacher starts the lesson by explaining the

material or topic being discussed. Then students answer the questions in the book and then match them through the TV screen. After that, the games started. The games used are dice games. The teacher uses the dice game which aims to develop students' speaking by forming sentences according to the words obtained after rolling the dice.

The procedure of playing dice games are; (1) the teacher explains the table in the book, which contains the number of dice and the word; (2) the teacher comes to the students one by one to roll the dice; (3) after the student rolls the dice, for example, he gets the number four, he looks in the book what word is in the order of four; (5) after knowing the word, students must string it into a perfect sentence and practice it directly; (6) students who can compose sentences well, he can get a score.

**Table 1. Observation Data During Research**

Aspects in Observation	Assessment Checklist Based on Interview Results		Description
	Yes	No	
Adapting strategy of teaching speaking	√		The teacher uses the appropriate teaching strategies for students who are in the Fronrunner class
Using games	√		The teacher uses dice game during the class
Students are active during games	√		Students are very active and comfortable when learning by using games
Speaking English fluently	√		Both teachers and students have to use full English while around EF
Ask and question	√		The students are free to ask questions related to material that has not been understood

### *Discussion*

The researcher also adds several theoretical concepts as supporting arguments. Therefore, the discussion section will be written chronologically as follows:

### **Stages of teaching speaking which are applied by the teacher to develop students' speaking**

Stages are the process of developing something. In this study, the researcher wants to discuss about the stages of teaching speaking at EF English First. Based on the analysis presented in the research, it can be known that the researcher found the stages of teaching speaking. From the results interview with T1 and T2, their answers were the same. The result shows that there are three stages of teaching speaking at EF English First, namely introduction, presentations, and drilling. Drilling is an important stage of teaching speaking.

*“Starting from the exercise they will be free to determine what is discussed.”*  
(T1).

*“We need practice. After practice we use the phrases that we teach for their daily life.”* (T2).

This finding is also in line with by Pratiwi et al., (2021) which showed that, drilling is the exercise for the students to imitate and repeat words, phrases, and utterances. From that, the students can create a sentence by themselves. In the drilling stage it also trains students to practice how to pronounce the correct word.

In addition, vocabulary is also one aspect that supports students when speaking in English. Many students already have the confidence to speak, but they have a limited vocabulary, so they cannot develop their speaking. Then, there are also some students who actually have a sufficient vocabulary, but they feel shy and afraid of mispronunciation words.

*“Even though the target of learning is based on the book that they can get to know, identify various types of art, that is for giving new vocabulary.” (T1).*

This finding is also in line with Khan et al., (2018) which showed that vocabulary demands the students’ competence in both theory and practice. Vocabulary has a role in study to develop a strong correlation between speaking proficiency and vocabulary knowledge.

Furthermore, stages of teaching speaking are very important. Because learning activities can carry out properly. According to Puspita (2022) use contextual learning to create lesson plans to improve students’ speaking function. Because a student who learns to speak must be able to actively communicate, use the right tone, choose the right words, and use acceptable logic.

From the statement above, based on the results of interviews and observation made by researcher, it is clear that there are three stages of teaching speaking for students; introduction, presentations, and drilling. The important one is drilling. After drilling continuously, students will be trained to find new vocabulary like from books. Then they will pronounce new vocabulary which if the student mispronounces it will be corrected by the teacher. So, students will be able to develop their speaking by adding new vocabulary.

### **Kinds of games that are suitable for teaching speaking in the Frontrunner class**

Many learning media can be used by teachers when teaching. There are audio media, visual media, audiovisual media, various media, photographic images, maps, and globes. Games are included in visual media.

*“Sometimes we also use guessing games. For example, we give a secret word where his friend has to guess.” (T1).*

This finding is also in line with Agnesia & Astutik (2023) which showed that, guessing games are designed to make it easier for students to learn to speak, so they are motivated and do not get bored quickly after understanding the narrated text material. This is reflected in clear score results for grammar, vocabulary, comprehension, fluency, and pronunciation.

*“For example; hot seat, telephone games, and class survey.” (T1).*

From the interview with the T1, it can be explained that the hot seat game is like the eat bulaga game, so students have to guess what the secret word is and describe it. Then the telephone game helps students develop their pronunciation. Furthermore, in the telephone game, students line up at the front close to the blackboard and students who are at the very back are given secret words or sentences depending on the topic. Then for the class survey game, for example, the topic is about food, so they will have their own table containing the name of the food,

*“So, the technique is fill in the gap. Then they learn words to give advice.” (T1)*

*“They can use board games; they just need to use the adjectives that are there.” (T2).*

T1 and T2 explained that the similarities between the two games are fill in the blank and board games which train students to find new vocabulary.

*“So, there are many types of dice games. There is such a thing as low to six. Usually there are two teams, they must quickly roll the dice until they get a six.” (T1).*

Moreover, based on my observation, the teacher used dice games. The rules of playing dice game; students are asked to roll the dice alternately, after the students roll the dice, they will get a number. Then, students adjust the number obtained into a textbook that contains a table, in the table there are numbers and words. Students

compose words by matching the numbers on the dice and the numbers in the textbook. Guterres & Soares (2017) stated that dice games are characterized by repeated use of spoken forms or drills. Language conveys information and dice games are the core of drills. Students have the opportunity to use language as living communication.

Based on the explanations from the tutors above, it can be seen that there are kinds of games that are used by teachers, such as; guessing game, hot seats, telephone game, class surveys, board game, fill in the gap, and dice games. All of those games aim to train students to develop their speaking. The teacher will carry out learning activities relaxed but add insight to students, such as using games.

### **The strategy of handling Frontrunner class**

Understanding the characteristic of students is very important. Especially in the Frontrunner class, where students are aged 14-17 years, whose age is still unstable. A teacher must be able to control the emotions of students. Teachers are also required to create a cool and calming classroom atmosphere so that students can be comfortable when studying in class. Therefore, teachers at EF English First need a homeroom teacher or can be called a Progress Advisor (PA).

*“Additional classes outside of class hours. So later usually the Progress Advisor will contact the student's parents to ask if the student can be given additional classes at this hour, and it does not always coincide with their class.” (T1).*

*"We analyze why he is passive, what is the reason, does not want to talk, does not know what to say. Then he does not know the instructions, do they not have the background to answer questions? We analyze it and then we solve the problem." (T2).*

T1 and T2 showed that when students are less active in class or their grades are down, the teacher will give additional classes and analyze what factors make the students inactive. Of course, a teacher conveyed this to the progress advisor so that she could inform parents about their child's development while studying at EF English First.

*“The progress advisor's main task is to bridge between teachers and parents. so, the child's development process will be informed by the progress advisor to parents. So, at EF students cannot communicate directly with teachers, they have to go through the progress advisor.” (PA).*

PA pointed out; parents also play a role in learning at EF. That is why EF holds parent-teacher meetings, especially in graduation. So that parents also know the progress of the child. The teachers are able to handle the class by giving different treatments according to the needs of their students. Class management is very important to support effectiveness in providing materials and tasks and the teaching and learning process that controls students' behavior (Raslinda, 2021).

From the statement above, based on the results of interviews and observations made by the researcher, there are various ways to deal with Frontrunner class students, such as knowing their characteristics first, then the teacher must maintain a good relationship with the progress advisor. Because the progress advisor is a bridge between teachers and parents. So that good student handling will be achieved.

## **CONCLUSION**

Teaching speaking is important. Teachers have to prepare a lesson plan for teaching speaking well so that the students can practice their communication skills correctly. Teachers set student learning goals, plan lessons, and then work backward to

create or determine content and ratings. Teachers also can use games in teaching speaking so that students stay energized while learning speaking in class.

The main task of the Course Consultant is serving students who will join at EF English First to take a level placement test. Then proceed with the offer to join the EF course. In addition, he also assisted teachers in preparing classes, even helping to prepare instructional media if needed and making daily reports.

This study has shown that two conclusions can be drawn from this study. The first point concerns the stages of teaching speaking, which the teacher applies to develop students' speaking. There are three stages' introduction, presentations, and drilling. A drill is the most important stage when learning activities. Students can develop their ability to speak English well and fluently. The second point is about kinds of games that is suitable for teaching speaking in the Frontrunner class. There are seven games that have been used by EF English First in teaching speaking; fill in the gap, guessing game, board game, a dice game, hot seat, telephone games, and class survey.

Progress Advisor serves as a bridge between parents and teachers. Teachers always report student learning outcomes to the Progress Advisor (PA). So that the PA also controls student progress, if there is a decline, the PA's task is to plan additional classes for these students by contacting parents and teachers to determine the day.

Therefore, the teachers' strategy of teaching speaking by using games for the Frontrunner class include stages of teaching speaking, kinds of game for speaking, and also how the teachers handle the Frontrunner class. After implementing the strategy, it is hoped that students will be happy when carrying out speaking learning using games because students will not feel bored. Students can understand well the material delivered by the teachers. So that, the learning and speaking process can run smoothly. The results of the study, students are happy, and learning becomes interactive by using

games in teaching speaking. Students can add new vocabulary and can develop their ideas by doing speaking activities.

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