

CHAPTER II
THE IMPLEMENTATION OF KIM'S MEMORY GAME TO
IMPROVE STUDENTS' SPEAKING SKILL AS
TRANSACTIONAL PURPOSE

A. General Concept of Speaking

1. Definition of Speaking

We all know that communication each other using spoken words to share our ideas, feelings, thought and intention is called speaking. It also stated about producing and comprehending speech. Speaking uses the sound formulation to represent items or events where we call it as word, for example : cat, dog, black, chase.¹

Fusing sounds in a recognized and systematic way based on the language specific principle to make meaningful utterances are also named speaking.² People may use their sound speech to create meaningful utterances through proper intonation, speed, volume and variation of pitch.³ The ability

¹Munro, John, *Teaching Oral Language*, (Victoria: ACER Press, 2011), p. 2

²Cornbleet, Sandra and Ronald Carter, *The Language of Speech and Writing*, (London: Routledge, 2001), p. 18.

³Louma, Sari, *Assessing Speaking*, (Edinburgh: Cambridge University Press, 2009), p. 10.

to speak a foreign language well is a very complex task if we attempt to understand the nature of speech production.⁴

In some views speaking considered the most difficult proficiency to achieve since have to overcome some aspects such as listening comprehension, pronunciation, grammar accuracy and fluency. In order to produce acceptable utterances in target language, speakers need to use grammatical competence, choosing lexical item in proper morphological form, be able to pronounce words in many styles of an intelligible speech. They need to know the cohesion and coherence relate to the context in any intention of oral communication.⁵

Because the basic belief in any oral interaction is that the speaker wants to communicate ideas, feelings or information to the interlocutor that suitable to the situation. The speaker's intention that needs to be conveyed is about message can be interpreted well by the hearer.⁶

Speaking usually use to communicate or conveying messeage to the interlocutor. It is principle for the speaker to make meaningful utterances in order to be understood easily

⁴Richards, Jack C. and Willy Renandya, *Methodology in Language Taching*,p. 201

⁵Murcia, Marianne Celcie and Elite Olshtain, *Discourse and Context*. . . , p. 168.

⁶Murcia, Marianne Celcie and Elite Olshtain, *Discourse and Context*. . . , p. 166.

by the hearer. The speaker need to recognize the listener's aural ability to achieve clear oral language.

2. Types of Speaking

There are two main types for speaking. Speaking serves either a transactional function, its has primary purpose to convey or exchange information, while interpersonal function, it serves to establish and maintain social relationship. The example of transaccional speech such as phoning to book at restaurant, then typical for interpersonal speech is conversation between friends that take place at restaurant. Those two basic purposes for for speaking generate a host of different types of speech event. It will be sequenced and structured in accordance with the kinds of social and mental process that they involved.⁷

Brown proposes the kinds of speaking into five categories: the first type is imitative. It is speaking performance that one ability to imitate a word or a sentence simply. It is only involve with listening ability in short or long from the speaker to retain or replay of speech that must be imitated. The second is intensive, it is produce of short oral language to demonstrate competence in phrasal such as intonation, stress, rhythm. The speaker must be aware to the

⁷Thornbury, Scott, *How to Teach Speaking*, (England: Pearson Limited Education, 2005), p.13.

interlocutor at best. The third is responsive, it is interaction in very short conversation, standard greeting and small talk, request and command. The interlocutor only follow up the question. The fourth is interactive, the difference with responsive is in the length , complexity, exchanges or many participants. in this case interpersonal and transactional are formed in dialogue. The last is extensive or monologue. It is oral production include speeches, story telling, or presentation event. Typically style is more deliberate and planned previously.⁸

Meanwhile, according to Jack Richard speaking is classified into three types; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and requires different teaching approach.⁹ Below are the explanations of three types of speaking.

The first is talk as interaction, it is refers to interaction each other by doing normally conversation. Maintaining social relationship, establishing a comfort zone with others and making to be friendly are the primary intention of talk as interaction. The speakers will more focus on how they to

⁸Brown, H. Douglas, *Language Assessment: Principles and Classroom Practice*, (England: Longman, 2004), p.141-142.

⁹Richards, Jack C., *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), p. 21.

present themselves to others, it can be in casual or formal form. Some features of interaction are ; reflect role relationship, reflects role's identity, use conversational routines, may be in formal and casual and employs many generic words.¹⁰

The second is talk as transaction, it is refers to situations where the focus is on what is said or done. The message is central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with others. Richards distinguishes this type into two kinds. One is situation where the focus is on giving or receiving information where the participants primarily focus on what is said or achieved. Second is transaction which focus on obtaining goods or services such as, checking room at hotel. Accuracy may not be priority as long as information successfully communicated. Transactional type has features as follows; it has primarily information focus, the main focus is the message, there may be frequent questions, repetitions, negotiations, comprehension checks, linguistics accuracy is not always important.¹¹

The third is talk as performance, it is refers to public speaking which transmit information before going to audience

¹⁰Richards, Jack C., *Teaching Listening and Speaking*,, p. 22

¹¹Richards, Jack C., *Teaching Listening and Speaking*,, p. 24 –

such as giving speech and classroom presentation. It tends to be in the form of monolog than dialogue. The speaker will follow recognizable format and formal written language than daily language. It is often evaluated based on its effectiveness and impact for the listener, something that is not found in interaction or transaction. It has some features as follows; focus on both message and audience, recognize organization and sequencing, linguistic accuracy and form is important, often to be done in monolog style.¹²

3. Speaking as Transactional Purpose

Spoken language has primary function as interactional and transactional speech. The first one is meant to maintain social relationship of the people and the second one is to convey information, message, ideas.¹³ Transactional function has primary aim to tell information or facilitate the exchange good or services. Some speech events such as buying goods, getting information, booking a table at restaurant or requesting a services are included in transactional speech.¹⁴

Transactional speech carry out the purpose of conveying or exchanging specific information that extended

¹²Richards, Jack C., *Teaching Listening and Speaking*, . . . , p. 27 – 28.

¹³Richards, Jack C. and Willy Renandya, *Methodology in Language Taching*,....., p. 208.

¹⁴Thornbury, Scoot, *How to Teach Speaking*,. . . , p. 13.

form of responsive language.¹⁵ When speaking is used for a transactional purpose, the speaker will focus on the messages is going to say are clear because typically transactional speech is message oriented.¹⁶ Transactional has a characteristic that most of the dialogue will encounter of a fairly restricted kind will usually contain highly predictable patterns.¹⁷

Richard distinguishes transactional speech into two different types. One is situation where the focus is on giving or receiving information where the participants primarily focus on what is said or achieved. Second is transaction which focus on obtaining goods or services such as, checking room at hotel. Accuracy may not be priority as long as information successfully communicated. Some involved skills in transactional language are; being able to clear in explaining a need or intention, asking questions, describing something, confirming information, making suggestions and justifying opinion.¹⁸

¹⁵Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (England: Longman Pearson Education, 2001), p. 273

¹⁶Brown, G. & G Yule, *Teaching the Spoken Language*, (Edinburgh: Cambridge University Press, 1999) , p. 13.

¹⁷Nunan, David, *Language Teaching Methodology: a Textbook for Teachers*, (UK: Prentice Hall International), p. 42

¹⁸Richards, Jack C., *Teaching Listening and Speaking from theory to practice,*, p. 26

The conversation below is an example of transactional language:

T : What is the main idea in this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean ?

S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapon

T : You don't think the UN has that power now ?

*S : Obviously not. Iraq is still manufacturing nuclear bombs.*¹⁹

From the dialogue above we may analyze that in transactional language, it has purpose to gain or exchange about specific information between the speaker and the interlocutor. Because the characteristic of transactional speech is message oriented. So that, the clarity of saying message is an important thing.

4. Teaching Speaking

Speaking especially in EFL classroom, it becomes an aspect that requires special attention and instruction. It is important for the English teacher to precisely examine some factors, reasons, and components that cover speaking effectiveness in order to serve appropriate instruction in speaking class.²⁰ It is good idea when the learners are given

¹⁹Brown, H. Douglas, *Teaching by Principles,*, p. 273-274

²⁰Richards, Jack C. and Willy Renandya, *Methodology in Language Teaching,.....*, p.210.

speaking activities which provoke them to engage and use all at any language class.²¹ It is important for the teachers to create an interactive language classroom by giving initiation to stimulate them involve with the class.²²

Since the language learners study to speak in target language, practice is available in the classroom. To develop the proficiency in oral communication a key factor is given them as many as opportunity to speak in the language classroom interaction.²³ Some examples activities to provoke them speak up are such as; ask to repeat something, ask for clarification, use the conversational maintenance, appeal for assistance from the interlocutor and use mime or gesture expression to tell something.²⁴ It related to speaking classes we are often faced with the need to achieve the goals, it is students are recommended to product the spoken language.²⁵

The followings are several aspects should be considered carefully in teaching speaking: teacher should motivate students to speak as much as possible, choose the

²¹Harmer, Jeremy, *How to Teach English*, (Edinburgh: Pearson Education Limited, 1998), p. 87.

²²Brown, H. Douglas, *Teaching by Principles,*, P. 169.

²³Richards, Jack C. and Willy Renandya, *Methodology in Language Taching,.....*, p. 208.

²⁴Brown, H. Douglas, *Teaching by Principles,*, P. 276

²⁵Murcia, Marianne Celcie and Elite Olshtain, *Discourse and Context. . . .*, p. 176

interesting topics to be discussed and provoke them to practice, teacher should give feedback and correction more kindly and the teacher should focus either in accuracy and fluency. So it is important to provide appropriate speaking task to cover fluency and accuracy.²⁶

Whatever activities in speaking class should enable students to get experience in effective oral communication. The most important characteristic of speaking activity is to provide and serve an natural opportunity for the language learners to get individual meanings and utilize each area of their knowledge to practice in target language. They should have many chances and be encouraged for free to use experience, keep the communicative goal always in their mind.²⁷

Based on the description above, teaching speaking in EFL classroom should be given in as many as possible chance for students to speak in target language. Teacher need to encourag students who are not confidence or afraid to practice. The challenge for the teacher is find out appropriate task should be interesting and make them comfort to study.

²⁶S. Halimi, Sisilia, *Becoming a Creative Teacher*, (Depok: LBI FIB UI, 2010), p. 26

²⁷Murcia, Marianne Celcie and Elite Olshtain, *Discourse and Context,*, p. 176-177

B. General Concept of Kim's Memory Game

1. Definition of Kim's Memory Game

The term of Kim is derived from the Story Book of Kim was written by Rudyard Kipling. He is regarded as Hero where was trained to be an observant. For example, by being asked to remember exactly what was on away before it covered up.²⁸ It is a game that essentially to challenge student's memory. Having ability in good memory, it becomes a key factor in succesful language learning. The activities in this game can contribute not only to remember of words but also more significantly to general technique for improving memory.²⁹

The basic standard for playing Kim's Memory Game is some small objects are placed on table randomly. The objects should be in different variation of uses. Then students are allowed to identify them for about twenty seconds and then the items are covered or hidden. They are challenged to write and explain as many as objects that they can memorize in full description.³⁰ In a science lesson, Kim's game is played

²⁸Wright, Andrew, et.all., *Games for Language Learning*, (Edinburgh: Cambridge University Press: 2006), P. 161.

²⁹Wright, Andrew, *Pictures for Language Learning*, (Cambridge: Cambridge University Press: 1989), p. 92.

³⁰Crass, Bob, *The Complete Guide to Tracking (Concealment, Night Movement, and All form of Pursuit Following Tracks, Trails and Signs Using SAS Techniques)*, (London : Right Way Press, 2009) p. 71

in group where they have to list and reproduce from memory the names of a set objects, a diagram, set of equations or others list arrangement. Then the teacher checks the list of object's group and group members must report on what they have seen.³¹

Kim's game is a kind of memorize activity which refers to images or visual observation or recalled like snapshot from the past. We get access to our memories through a production system involve with the various strategy, procedure or game. Recalling a memory is reconstructive process, tracing the lack of memory in the network system and putting the them in storage information. Given a visual stimulus to the brain seeks to connect it to remember patterns through signal experience. Teachers need to help the students to find out the significant patterns in the verbal or visual information to help them through thinking, talking or writing.³²

Kim's game known as training technique revolves around the memory and observation. It is immediately relevant to develop and sharpen both of the memory and observation. Since the process of storing, retrieving, recalling

³¹O' Brien, Dominic, *How to Develop Brilliant Memory Week by Week*, (London : Pavilion Books Limited, 1993), p. 133

³²Fisher, Robert, *Teaching Children to Talk*, (London : Nelson Thornes Ltd, 2005), p. 96.

information is called memory. It is become the key process of memory training when you use your memory as certain broad principles in mind. It is a valuable spending time studying to enhance your own memory. We all have a memory and it is a skill which by practice can be improved. It is interesting because memorizing or recalling information is not passive process. This game can be actively implemented to improve memory and storage.³³

Kim's game is good strategy of learning to help the students to memorize what have you seen. It has aim to give students an opportunity what is good to remember.³⁴ It can be applied by put or display several objects or pictures on the board or table. Give the students for twenty seconds to see and write the pictures, then hide or cover them from students. Then ask them to write down as many as object or pictures they can remember. The last, show the objects and compare with their list.³⁵

The Kim's game is aimed to give an opportunity for students to develop their power of memory. The students can improve their remembrance through this game, it can be applied in all level learners. Because of the advisor's

³³Crass, Bob, *The Complete Guide to Tracking*. . . . p. 69.

³⁴Bird, Rachel, in www.plann/Kim's_game.html, accessed on Tuesday at February 18th 2014 at 10:10 a.m

³⁵Wright, Andrew, *Games for Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 141.

suggestion, the Kim's game will be applied in speaking class, because it will be more challenging for the researcher. Therefore the activity little bit modified which after they are challenge to memorize picture that suitable to the topic, they are asked to mention some expression that usually used based on the topic of the day.

2. Types of Kim's Memory Game

Kim's Memory Game has some variation of activities to be conducted. It can be done in the classwork or pair work. In classwork, the pictures or objects are displayed on the board, ask the students to note how many pictures they can remember and challenge them to share with the class of what they have written.³⁶ While in pairwork put the object or picture on the table, ask each member to memorize and write the object. Then compare a note with their neighbour's list.³⁷ The following are some variations in Kim's Memory Game:

In the first variation, the activity will focus on Numbers and Plural form. Make sure to include several pictures which are same or similar, for example pictures of three suitcases or two cameras.³⁸

³⁶Wright, Andrew, et. all, *Games for Language Learning*,, P. 115.

³⁷Wright, Andrew, *Pictures for Language Learning*,, P. 92.

³⁸Wright, Andrew, *Games for Language Learning*,, P. 141.

In the second variation, it will focus on Adjectives, you need to prepare some pictures or objects and should include in the same kind but different in color, size, shape, etc. for example; a red, a black, a green suitcase.³⁹

In the third variation, it will focus on Containers, for preparation you need to assemble an object and limit your choice to containers of various types. For instance: a bottle of milk, a tin of soup, a tube of toothpaste etc. Challenge the learner by answering questions that focus on containers.⁴⁰

For instance:

Teacher : *what can you remember?*

Learner : *there was a tin.*

Teacher : *what was in the tin?*

Learner : *I'm not sure. Maybe it was tomato juice.*

Learner II : *No, it was a tin of tomato soup.*⁴¹

In the fourth variation, it will on Present perfect, Simple past and Preposition. Some pictures are laid on the table in different position. For example; on top of, underneath, next to. Ask students to focus on the position of objects, after

³⁹Wright, Andrew, *Games for Language Learning*,, P. 142.

⁴⁰Wright, Andrew, et.all, *Games for Language Learning*,, P. 116.

⁴¹Wright, Andrew, et.all., *Games for Language Learning*,, P. 116.

several minutes ask them to look away while you change one of the objects in different position.⁴² For example in dialogue:

Teacher : What have I done?

Learner : You have put the tape undernaeth the dictionary?

Teacher : And where is it?

Learner : it was next to the watch".⁴³

In the fifth variation, it will focus on Description and Comparison. These are the following procedures; Show to the class about 15 objects or pictures and ask them to write down what they memorize, describing objects in detail. It may be easier and challenging to show the objects or pictures *one after the other*. Then, ask them to check their partner's work while you hold up the pictures and discuss its character.⁴⁴

In the sixth variation, it will be focused on Action in the past. You need to prepare a short video recorder or DVD clip (suggested no more than three minutes) which contains a variety of actions. This activity may need sequence steps: Then, ask them to work in pairs and see which pair can recall the most action accurately. The last, let each pair to share their

⁴²Wright, Andrew et.all., *Games for Language Learning*,, P.164.

⁴³Wright, Andrew, *Games for Language Learning*,, p.142.

⁴⁴Wright, Andrew, *Games for Language Learning*,, P.143.

result with the class and view the video one more to check their answer.⁴⁵

In the seventh variation, it will focus on Present perfect and comparisons. Replace of using pictures, ask a number of learners to draw some simple objects which have different color on the board or a paper sheet. Ask the learners to close their eyes while you or a learner changes some of the drawings, making them longer, smaller, taller etc. Challenge the class to tell you what you have done.⁴⁶

Based on the explanation above, the teacher can choose which variations are appropriate to the topic, it just depend on the purpose of material. In this case, because the Kim's game will be applied in teaching speaking, the activity group little bit modified where the students are challenge to mention some expression that used in transactional event. It is done after they memorize some pictures that suitable to the topic.

3. Kim's Memory Game for Teaching Speaking

There are many of the classroom speaking activities which are currently is use fall at or near the communicative end of the communication continuum.⁴⁷ One of the classroom

⁴⁵Wright, Andrew, et.all, *Games for Language Learning*,, P. 116.

⁴⁶Wright, Andrew, *Pictures for Language Learning*,, P. 92-93.

⁴⁷Harmer, Jeremy, *How to Teach English*,, p. 348.

activities is Kim's Memory Game. This strategy will challenge the learners' ability of memorizing object or picture. The differences between learners' remembrance or thought can lead them to discuss in various opinion or information.⁴⁸

It can be done in the classwork or pair work. The procedures are: initially, display several objects or pictures to the students for about twenty seconds. Make sure that all students can see the objects or pictures. Then the pictures are covered or hidden from their sight. Tell them to memorize and write as many as characters each pictures they can remember. Then challenge them to compare the answer with their neighbour's note.⁴⁹

We can explore more the game, initially, assemble more solid objects or pictures with different kinds in size or shapes. These can be in pictures of buildings, road, shop or people activities and others. Invite students to work in pairs and ask them to focus on numbers of objects are displayed. Allow each member to choose the objects that must be described by the partner. Then exchange the roles. Challenge each member to describe what objects they want and give them few minute to write the features or character of each

⁴⁸Wright, Andrew, *Games for Language Learning*, . . . , P. 139.

⁴⁹Wright, Andrew, *Pictures for Language Learning*, . . . , P. 92.

objects. The last give everybody to tell what they have written.⁵⁰

In this case, for the purpose to be conducted in speaking class, the activities above can be modified depend on the material's goal. The students are challenged to memorize pictures that suitable to the topic, and then they are asked to mention some expressions that commonly used in transactional event. It becomes challenging and entertaining way for the English teacher.

C. Previous Research

The researcher has some relevant previous researches that support his study arrangement will be easier, there are:

The thesis entitled *“Improving Students’ Speaking Skill through Debate Technique”* by Richa Rubiati (*A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011*).

The 31 students of TBI 1B of English Language Teaching Department are become participant of the research. This study is based on the important of speaking skill. Speaking was important to be learnt because speaking is the way to communicate with

⁵⁰ Dominic, in www.Kim's_game_-_Study_skills.html accessed on Tuesday at February 25th 2014 at 02.37 p.m

other people in order to deliver opinion and express idea, but in fact the students' ability in speaking English is low.⁵¹

The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique. The research's data collection was done using observation and test. The result of this study shows that using debate technique can improve students' speaking skill. This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 65.3 and in the second cycle students got 76.6.⁵²

The differences between this research and my research will be on the technique, participant and data collection technique. She did the research using debate technique while the writer will do using Kim Memory Game. Then the similarities are on approach and object of the study.

The next title comes from Erni Rokhmawati “ *The Use of Realia to Improve Students' Speaking Ability in Procedure Text*” (A Classroom Action Research with the Ninth Grade Students of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2010/2011).

⁵¹Rubiati, Richa, (63411083), Tarbiyah Faculty, *Improving Students' Speaking Skill Through Debate Technique*, (Semarang: IAIN Walisongo, 2010), Unpublished paper , p. iv

⁵²Rubiati, Richa, (63411083), Tarbiyah Faculty, *Improving Students' Speaking Skill Through Debate Technique*, (Semarang: IAIN Walisongo, 2010), Unpublished paper, p. iv

The number of 44 students at ninth grade of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2010/2011 are the subject of the study. She did the study because most of the students suppose that speaking is hard subject. Some of them were still nervous or discourage to speak English because they do not have enough idea of what to speak. So the teacher tried to use alternative way in teaching speaking in order to make enjoyable activity in teaching speaking.⁵³

Describing the implementation of using realia in teaching process and finding the improvement of students' speaking ability are the aim of the research. She said that by using Realia can improve student's speaking skill, it can be seen on the result score of each cycle. The first cycle was 4.9 then the second was 5.2 and the third was 6.8. The observation guide and test are used to collect data, it will be analyzed by using quantitative and qualitative analysis.⁵⁴

The similarities between her study and my study will be on approach, and object. Then the differences will be on strategy or game, data collection techniques and participant. The research used Realia while the writer used Kim's Memory Game.

⁵³Rokhmawati, Erni, (63411041) , Tarbiyah Faculty, *The Use of Realia to Improve Students' Speaking Ability in Procedure Text*, (Semarang: IAIN Walisongo, 2011), Unpublished paper, p. vii

⁵⁴Rokhmawati, Erni, (63411041), Tarbiyah Faculty, *The Use of Realia to Improve Students' Speaking Ability in Procedure Text*, (Semarang: IAIN Walisongo, 2011), Unpublished paper, p. vii.

The next title are *Teaching Speaking Skill Through Communicative Language Teaching (An Experimental Study in the First Grade of MA Pembangunan Jakarta in Academic Year of 2010/2011)* by Siti Nurhayati, English Education Department of Tarbiyah and Teachers Training Faculty at Syarif Hidayatullah State Islamic University, Jakarta. This study is aimed to improve students' skill through Communicative Language Teaching (CLT). Two classes are A and C class of the first grade in MA Pembanunan Jakarta as the participant of this study. Students of X. A as an experimental class and students of X. C as control class. It is choosen based on the random sampling technique.⁵⁵

The data are collected by using observation and test. The result of the study show that there is improvement of students' speaking skill actively by using CLT. It can be seen from the average score of pre test in experimental class is 71 and control class is 71. 8. The average score of post test from experimental class is 81 and control class is 73.⁵⁶

⁵⁵Nurhayati, Siti, (205014000382), Tarbiyah and Teachers Training Faculty, *Teaching Speaking Through Communicative Language Teaching*, (Jakarta: Syarif Hidayatullah Islamic State University, 2011), Unpublished paper, p. 39.

⁵⁶Nurhayati, Siti, (205014000382), Tarbiyah and Teachers Training Faculty, *Teaching Speaking Through Communicative Language Teaching*, (Jakarta: Syarif Hidayatullah Islamic State University, 2011), Unpublished paper, p. v.

The similarity between her study and my study will be on object, it is same for improving students' speaking skill. Then the differences will be on method, technique or game, data collection techniques, setting and participant.