USING DOPPELGANGER GAME FOR INCREASING SPEAKING ABILITY

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Abstract

There are many kinds of methodthat used in English teaching and learning process especially for English speaking ability. One of them is game. Through Doppelgangergame will help the students in using English speaking ability. In this case, the researcher tried to observe about how game that was used in Azka English Courseclassroom conducive or no in applying students English speaking ability. The problem that discussed is what is game and is the game conducive in English teaching and learning process in Azka English Course. The purpose of this research is to investigate the game in teaching and learning process in Azka English Course especially Class classroom and to know the game conducive in teaching and learning process. The method that used is Descriptive qualitative which use the observation instrument, questionnaire and interview. The research finding showed that methods that used in teaching and learning process for speaking ability in Azka English Course was game. By using game is conducive in English teaching and learning process. It could be seen from the activity of the teacher, researcher and also the students when the researcher applied this Doppelgangergame in teaching ang learning process in the classroom. It also could be seen from the result of data observation, questionnaire and interview. It means that by especially for Doppelganger game that used in English teaching and learning process especially in Class classroom was conducive to the students. Theresult of this research points out the use of Game for speaking ability in Azka English Course in academic year 2016 - 2017. The researcher applied this game model in Azka English Coursecaused of the students still low in mastery speaking. By using Doppelganger game the students can learning with feel enjoy. It looks from the activities of the students in the classroom after the Doppelganger game was applied, the students speak English in the classroom.

Keywords : Speaking ability, Doppelganger Game

INTRODUCTION

Speaking is an important for the students to practice their capability and their understanding, how to send idea, and how to spell word well. In this case, the students' motivation and interest are very needed to make the process of their understanding more easily. Because the material of English lesson is very variety so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve teaching purposes easily, and the media will make the students to be more motivated to study.

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching of English language.

The method of teaching is also used to help the students for speaking to make interaction between the teacher and students. Furthermore, the teacher has to prepare the interested aids before teaching learning process is done. In this case, the researcher uses board game as startegy in teaching learning processes especially in english speaking ability.

English speaking ability is very important to be able to participate in the world of work. The speaking skill is measured in terms of the ability to carry out in the daily conversation. This condition makes teachers and parents think that speaking ability should be mastered by the students and children.

Speaking activities will train the students to practice more in speaking. Speaking can be viewed as the easiest skill since it can use body language, demonstration, repetition and various other strategies to make one self to be understood.

A further complication in interactive discourse is what he calls the interlocutor effect or the difficulty of the speaking task is gauged by the skills of one's interlocutor. In other words, learners performance is always colored by that of the person he or she is talking with (Nunan, cited in Brown: 1991)

The teacher can use board game as method in teaching and learning processes. According to Hornby (1995), game is an activity that you do to have some fun. Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning so they do not feel that they are forced to learn.

They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game can be as a method which will give many advantages for students. Besides, Board game as a method of intainment

that can build up the students' motivation and reinforce any language skill such as speaking.

The students play board game in the classroom only for language learning and it help them to increase their speaking ability which they can apply it outside of the classroom especially in daily communication.

Communication is one of the implementations of language function in society as a means of carrying out the affairs. Students are not easy to speak English fluently if they only study at school generally. They will get it in real life in listening to the native speaker. But if the school has certain rule and has good condition of school environment, so the students can speak English well.

Speaking is one of four language skills, which is basic function of language as communication instrument. Students who study at the school which use certain language will be a good speaker, different from students who study at the other caused by condition of school environment and media that is used in teaching them.

Teaching is an interesting job even though it is not always easy. Brown (1995) says that teaching is a complex and controversial profession, and the literature of education is full of teaching models that varied conceptualizations of the nature of the teaching.

He adds that teaching includes the activities,they are techniques ans exercises rationally which are selected by the teacher to help students achieve learning objective because the students need varied teaching models to make them spirit and they are motivated in learning process.

The students of Azka English Course have difficulties in speaking when they want to say and explain something to others in English. They need motivation for practice speaking. They also need the strategy in learning speaking that make them spirit and practice it directly. The students feel bored in English learning process and they need new model for their learning process.

They need some kinds of fresh method that applied in their classroom. If they enjoyed in learning process and felt comfort, they can learn English as good as possible. The teacher's voice is calm and the students who sit in the behind they cannot hear the teacher's explanation.

The teacher have to create and use new strategy for covering it. One of them is by using board game especially Doppelganger game for enhancing the student's speaking ability.

Based on the problem above, the researcher intend to do a research about using Board Game for speaking ability in Azka English Course. One of Board Game is by using Doppelganger Game. Since the students love to play, they like to learn through game. Game is a useful strategy to motivate students to learn English. This game is easy enough to play, so all of the students can play it well. This study is intended to explain Board Game for speaking ability in Azka English Course.

METHOD

In order to enhance students' speaking ability by using board game especially Doppelganger game strategy, the research method used in this study is classroom action research.

There are some definitions of action research, such as, according to Kemmis in Hopkins (1993: 44). He states: Action research is a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices (b) their understanding of these practices, and (c) the situation in which the practices are carried out. It is often rationally empowering when undertaken by participants collaboratively though it is often undertaken by individuals, and sometimes in cooperation with outsiders.

Kemmis in Hopkins (1993: 64) also states: The approach is only action research when it is colaborative, thought it is important to realize that the action research of the group is achieved through the critically examined action of individual group members (emphasis in original).

Kemmis in Hopkins (1993: 615) states :Action research function best when it si co- operative action research. The method of research incorporates the ideas and expectations of all persons involved in the situation.

Cooperative action research has the concomitants of beneficial effects for workers, and the improvement of the services, conditions and functions of the situation. In education this activity translates into more practice in research and problem solving by teachers, administrators, pupils, and certain community personnel, while the quality of teaching and learning is in the process of being improved.

Supporting the definition stated by Kemmis above, Elliot in Hopkins (1993: 415) states: Action-research might be defined as the study of a social situation with a view to improving the quality of action within it.

It aims to feed practical judgment in concrete situations and the validity of the theories or hypotheses it generates depends not so much on scientific tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action-research theories are not validated independently and then applied to practice. They are validated through practice.

Therefore, based on the theories above, the researcher defines the colaborative classroom action research as an applicative process of research to enhance the classroom-activities quality which is based on the real

problems identified in the teaching learning processes and its environment. Further, in applicating the action research, the theory does not function as an independent part, but it is applied when necessary to make sense with the identified problems in the research.

The selection of CCAR is based on some characteristics. The second characteristic is that CCAR is contextualized, small-scale, and localized. This means that CCAR can adapt the problems identified without any bother for quantity of the students, other institution, and even other class.

The second characteristic is that CCAR is evaluative and reflective as it aims to bring about change and improvement in practice. The next characteristic is that CCAR is participatory as it provides for collaborative investigations by teams of colleagues, practitioners, and researchers. The last characteristic is that changes in practice in CCAR are based on the collection of information which provides the stimulus for change.

The researcher used colaborative classroom action research for some reasons. Second, the characteristic of action research is focusing on solving problem in the class or specific situation. Second, it is a form of self-reflective undertaken by the teacher to enhance the teaching learning.

Third, the cycle will be done until the improvement occurs. Fourth, it is one way to enhance the students' speaking ability.The main purpose for this study is to investigate the effectiveness of picture series technique and conventional technique on students' writing achievement.

The researcher taught two classes in different treatment. One class as the experimental class which is taught using picture series technique, and the other one is control group which is taught using conventional technique.

The variables investigated included both the independent variable and dependent variable. Independent variable in this quasi experimental study is the one which is manipulated or changed by the researcher, the manipulation or affected the dependent variable. In this study, there were two independent variables, such as picture series technique and conventional technique. The dependent variable is only one. It is writing achievement.

FINDING AND DISCUSSION

Research findings of this research consist of how can usingdoppelganger game increase speaking ability in Azka English Course and doppelganger game is conducive in teaching and learning process. Those will be Doppelganger game is the game which use

doppelganger for applying this game..The resercher chose doppelganger game especially the Doppelganger game as a strategy that was applied in teaching and learning process in this research.

The Doppelganger game is the game that used doppelganger to apply Doppelganger game. It matched two things that had same name. The researcher used the name card to apply Doppelganger to find another same name. The students had to search another same name by introducing each other. By introduction, they were pressed to speak English to find the same name in their friends .

The materials of Doppelganger game were used in this teaching discussed as follows:learning process were copy of the same name and the name was devided into two parts. The activity of Doppelganger game gave the name cards to all students.

Then, telling the students that another card which had the same name was brought by their friends. Next, asking them to find it. The students had to stand up and move around the class. Introducing themselves and asking for names until they found someone with the same name.

The students could sit down if they found the person that had same name. The students had to stay there. One of them who had same name had to stick on the white doppelganger. Then, finding the students with the same name and showing to the class that the names were the same.

The Doppelganger game helped the students to develop personal reasons in learning English. Because the game could make English learning to be enjoyable and fun-remember. It could influence their attitude to language learning. It means that teacher had to try in order to students had fun in learning by playing it. The researcher influenced their attitude to language learning.

The researcher had to encourage the students to make them felt happy, comfort and enjoyfull in learning process. If the students felt it, the learning process would run easily.

The researcher did not press the students who were shy to take a part of this game but the researcher did the friendship to avoid if they were afraid to play it. The researcher must support the students if they may had mistakes. Besides, by using action, the movements of the body or gesture, the researcher could explain to the students what she wanted to apply the game.

The researcher had to select an easy word to make them understanding easily of the material and the game. Before the students apply the Doppelganger game, the researcher gave an example Second about this game to get the purpose of this game.

The purpose was to make them got easily for English speaking, so they practised speaking more and more. Playing game could increase and accustome their skill in English speaking. In the teaching and learning process of classroom, they sometimes spoke by their mother tongue although the researcher reminded them to speak English.

Although the students did not speak English directly, the researcher said to them that they had to speak English step by step, and it is the good process for the beginner in English speaking. It was the method that was used by the researcher for speaking ability by using doppelganger game forAzka English Course in room.

The way to apply doppelganger game consists of :
1. Giving explanation to the students about the material introduction that will apply to the Doppelganger game.
2. Preparing the board for applying it.
3. Making the little card with the same name.
4. Giving this card to the students one by one. Between one and another there is one same name.
5. Asking the students to find the same name in the class by introduction until they find the same name.
6. After they found the same name, they must collect it in the doppelganger that has been prepared.
7. If the students have not found it, they have to look for the same name until found it.
8. By using Doppelganger game they can apply their speaking ability by introduction that applied by the stuedents more and more.

Besides, we can see that using doppelganger game increasing the student's speaking ability is by this cycle.

The research was done based on the result of the students' speaking tests in the classroom before using doppelganger game. The students got difficult in English learning process especially in speaking English. Based on the lesson plan that used, the passing grade for the Second year student of was mostly got score C.

A= Good   B= Enough   C= Less

No	Name	Pronunciation	Fluently	Comprehensive	Vocabulary	Grammar	Score

According to the result, it meant that students were still less to study English especially in speaking English.

There were six main activities in pre-research, namely observing the teaching learning process, giving questionnaire, interviewing the students, giving pre-test, and preparing the materials, lesson plans, and the doppelganger game.

The writer teaches one classes in this school, it was. The observation was done in these one classes. The result of the observation showed that the students of are passive during the speaking class. They were not interested in speaking English, they were reluctant to study English, especially in speaking.

The data were supported by the result of the students' questionnaire and interview. Pre-test was done to measure the students' capability in speaking. Observation, questionnaire, interview, and pre-test were done to get data about the students' speaking ability in the classroom situation.

The pre-test result showed that the students faced some main problems in speaking. They are: finding vocabulary, making sentence, getting confidence, making fluent, getting western style. The data taken from observation, questionnaire, and interview illustrated the class situation, especially in speaking class. The findings of pre-research can be seen in Table 1.

Table 1 shows that students of had problem in speaking English, especially in finding vocabulary, making sentence, getting confidence, making fluent, getting western style. They claimed that finding vocabulary was not easy, they had to work hard to do it, to memorize about much vocabulary.

Table 1. The findings of pre-research

Problem Indicators		Descriptions
Speaking ability	1. The students have difficulty to find vocabulary.	They were not able to find thevocabulary as a Second modal to speak English
	2. The students have problems in making sentence	Most of them had difficulty to make the sentence directly although they have many vocabularies
	3. The students have problems in getting confidence in speaking English	Most of the students did not confidence to speak English because of shy although they can produce the sentence
	4. The students have difficulty to make fluent when they spoke English	Most of the students was not able to speak English fluently
	5. The students have troubles in getting western style when they spoke English	Most of the students stil use Javanesse style when spoke English
B Class Situation	1. The students cannot finishing the command from the teacher.	• They were not capable to finish what teacher say. • When they did not know about the vocabulary, they just kept silent and did nothing, did not ask to the teacher.
	2. Classroom situation is very noisy.	• The active students is speak more and more because they are confident • The passive students silent more because they are shy to speak english.

Their problems got worse when they want to speak English but they have no vocabulary to say it. It was because of they have no much vocabulary. They needed long time for memorizing much vocabular, bringing the dictionary to look at vocabularies. Sometimes they were lazy to do that, they preferred no say anything.

The next finding was the students had difficulty to making sentence. They stated that making sentence was very difficult. The student fell difficult if want to make the sentence directly. Most of them made mistakes when they produce the sentences. They had to try more to make sure that the sentences that they make is true.

The next problem faced by the students was getting confident in speaking English. They are so shy to speak English although they have much vocabulary and can preoducethe sentences easily.

Making fluent in speaking English is one of the way to get well in speaking. The student cannot fluent in speaking although they can speaking step by step. They feel difficult to get fluent. The last problem is getting western style. It need more time for practicing English with the native or foreigner or watching the western movie and looking at what they say, how they say and how the native produce the articulation , intonation, and tone.

The class condition was not alive, uninteresting and boring. Instead of having made a crowd in the class, students stayed silent when they were in speaking class. Badly, when they were asked, most of the students answer by Indonesia. They hard to try to speak English. They are less intent and motivation in speaking English.

Second, the class situation was very crowded. It was because the active students tried to speaking English more and always practice it. On the other hand, the passive students only silent when the other students was speak because they are shy for speaking and less of produce the vocabulary.

Second, the students did not understand what the native say, did not understand what the teacher say when the teacher speak Enghlish in the classroom.

Third, the students did not intend in speaking English because they have judge theirself that speak English is difficult. They were not interested in speaking anything because they dont know the meaning. They were dizzy to understand a lot of unfamiliar words of speaking.

The last fact was monotonous speaking activities. The students need new situation in teaching and learning process because lost their motivation in learning English, especially speaking. The data were supported by the result of the speaking ability pre-test in each indicator in Appendix.

The First meeting was carried out on April11th, 2017. The English lesson started at 06.00 a.m. The researcher entered the classroom and greeted the students. Then, the researcher checked the students' attendance. There were 43 students in the class, all of them were present. They were 11 male students and 32 female students. The researcher gave motivation to the students.

She said that speaking was an important activity which should be done by the students. By speaking, they could communication with the native, could following the international, and could go to abroad. The writer explained the objective and benefit of the meeting. After presenting learning objectives, she distributed learning material and the student's worksheet.

The speaking material for the Second meeting was "*Introduction*". The researcher introduced the introduction material by giving the example and explained how to do this. When she explained doppelganger game strategy, the students seemed serious and active to know doppelganger game strategy of the lesson. After that, the teacher asked to the students to speak a littleabout introduction and asked to the students to brainstorm about the material that will learn.

After presenting learning objectives, she distributed learning material and the student's worksheet. The speaking material for the Second meeting was "*Introduction*". The researcher introduced the speaking strategy by giving the example and explained how to do this to the students.

When she explained doppelganger game strategy, the students seemed serious and active to know doppelganger game strategy of the lesson. After that, the teacher asked to the students speak a litle about introduction material and asked to the students to brainstorm about the material that will learn.

Teacher clarified the steps of doppelganger game strategy, and then applied doppelganger game strategy to the students. Students followed the direction that was shown by the teacher. The teacher guided the students to introduce theirself as good as possible.

The teacher gave the students command. (ME) OK, students look Secondat the white doppelganger, we can learn about introduction, the Second step please you introduce yourself Second with your friend. The students answered that from looking at the material in the whitedoppelganger (MA) said," *Ok. I will introduce my self to you, my name is Zahra, I am from Bojonegoro...Etc*" Some students also answer and practice it.

After the students had speaking practice, the teacher guided the students and asked the students to answer the questions. Two students looked active answering the questions, while others only kept silent. The students who did not active, the researcher always guide them and stand up beside them. The activities were continued until last questions. All the activities were conducted by the teacher's guidance.

The second meeting was conducted on13thApril2017 at 10.30 a.m. The researcher greeted the students and checked the attendance list. The meeting was attended by 40 students. Three students was absent. She began the lesson by giving questions about previous lesson they had studied. Not all the students answered the questions.

Most of them were only silent. In this session the students were expected to memorize the steps of doppelganger game strategy and remember how to apply them. The researcher explained the objective of the meeting. After presenting learning objectives, she distributed learning material and the student's worksheet.

The reading text for the second meeting was *"Introduction somebody else"*. The researcher introduced the speaking comprehension by giving the example and explained how to do this subject text to the students. When she explained doppelganger game strategy, the students seemed serious and active to know doppelganger game strategy of the lesson. After that, the teacher asked to the students to speak a little about introducing somebody else of the text and asked to the students to brainstorm about these material.

Next, she divided the students in groups; it was named by group A, B, C, and D, and then she chose one student to be a leader. After that she distributed the material including the introducing somebody else. They introduce their friends to others. The leader led the introduction while she walked around the room to know closer the students' activity.

On April18th2017, at 06.00 a.m. the class began. The researcher greeted the students and checked the attendance list. Total students were 43. After that, she reminded the students' prior knowledge related to the material that would be discussed.

To make the students more active in teaching learning process, she motivated them by giving the suggestion about the importance of speaking and students listened to the teacher attentively. The writer explained the objective of the meeting. After presenting learning objectives, she distributed learning material and the student's worksheet.

She applied Doppelganger game strategy. Students followed the direction shown in learning the material. The responses were very good. She guided the students to practicing the introduction about asking somebody else.The researcher gave command and all of the students in the class following it.

She continued applying Doppelganger game strategy to remind the students the step of doppelganger game strategy. She guided the students to apply doppelganger game strategy.

She tried to motivate the students to do better. In the beginning, she guided the students how to practice it well and it could be shown that the most of students still did the conversation by using Indonesian. She motivated the students to be brave to express their ideas in English in teaching learning process. The students had to speak English step by step.

On April 20th 2017, at 10.30 a.m. the class began. The researcher came to the classroom. The researcher smiled happily because all the students have sat neatly, then she opened attendance list and gave a check mark. On that day all the students were present.

Before doing the main activity, the researcher explained what the students were going to do on that occasion. In detail she said that they would do a test to evaluate what they have learned before. The form of the test was spoken test. In the test students had to practice about introduction in front of the researcher.

They are introducing ourself, introducing somebody else and asking somebody else after they had been trained by doppelganger game especially for Doppelganger strategy. The researcher listening their introduction carrefully that focus on how vocabulary that they use, how is their fluency, grammatically and so on. The result of questionnaire could be seen in the table 2.

Doppelganger game is conducive in teaching and learning process. It could be seen from the activity of the teacher, researcher and also mark of the students speaking ability when the researcher applied this doppelganger game in teaching and learning process in the classroom.

Table 2. The Result of Questionnaire after Implementing Doppelganger Game Strategy in Cycle 1

No	Question	Yes	No
1	What do you know about Doppelganger game?	37	5
2	Do you ever apply the Doppelganger game?	37	5
3	Do you like this game?	39	2
4	Does this game interested	37	4
5	Does this game useful for you	38	3
6	Do you like to speak English	18	18
7	Can you speak English	28	14
8	Do you shy to speak English?	18	18
9	Will you speak English everyday?	22	13
10	Does this game increase your ability in English speaking?	36	5

Based on the speaking scoring pre - test above, the researcher can take the score of speaking test as follows:

Pre - Test

This is the score of the students in Class before the observation started. It held on May 2017. The detail score of pre-test on table 4.4 on Appendix VI. Based on that, the result of Pre- Test of the students of Azka English Course is :

A = 0 → 0 / 43 x 100% = **0 %**
B = 0 → 0 / 43 x 100% = **0 %**
C = 7 →11 / 43 x 100% = **25,58 %**
D = 10 → 16 / 43 x 100% = **37,21 %**

$E = 26$ ➔ 26 / 43 x 100% = **60,46 %**

It shows that the speaking ability of Pre-Test of students of Azka English Course very low. It shows that the speaking ability of meeting 4 (Post- test) of students of Azka English Course increasing than meeting 3.

Those are the result of all of the speaking test in the room that showed in every meeting is increasing. It means that by using doppelganger game is conducive in teaching and learning process.

The doppelganger game was conducive. It also could be seen from all of these pictures. These pictures would explain about the conducive of the doppelganger game in teaching and learning process.

The activity of the students of Azka English Course exactly were collecting the vocabulary to the Engish clasroom teacher as much as possible. The class condition are crowded. The students were not managed well by the teacher.

The students who would collect their vocabulary were crowded each others. The condition of other students was playing the book, shouting between one and another students, throwing the paper, throwing pen, and talking anything between one and another students, and most of them slept in the classroom and went out from the classroom during along time.

Some of the students played some kinds of game. So the condition of room was less of conducive before the activity of doppelganger game was applied to them.

The researcher gave point of game that would apply by all of the students and they were antusiastic and interested in doing learning process. It was the conducive of the students when the Second time the researcher came the classroom for teaching them.

The material was about introduction. There were three kinds of introduction. The Second was introducing ourself, then introducing somebody else and also asking somebody else. In every introduction, there was formal and informal situation. The formal situation was used to the human who was respectable. Informal situation was used to friends or for everything.

The students also asked to the researcher about the material when they did not understand well about the material. After the researcher explained about the introduction clearly, the researcher gave command to all of the students to search the couple and face to face to practice the introduction. The condition was the conducive for teaching and learning process in the classroom of Azka English Course exactly .

Before applying the Doppelganger game, the researcher finished to explain about the introduction material that would be applied in Doppelganger game. Before all of the students get the Doppelganger card, they did not permission to open whose name that was in their card. After the all of students got the Doppelganger card, the Doppelganger game was ready up to start.

The researcher gave explanation to the students about the Doppelganger game that will be played. After the students got the Doppelganger card, the Doppelganger game was ready up to start it. All of the students got command from the researcher to look at whose name that he or she got.

After all of them knew whose name that their got, the Doppelganger game was started by searching the same name that they found same name by introduction each others until they found it. After they found the same name , they must post on the doppelganger game that patch on white doppelganger in the classroom, who is faster and who get Second.

Before applying the doppelganger game in teaching and learning process in the classroom, the researcher prepared the method that will be used in the teaching and learning process. The researcher prepared the board and the card. Those were the instruments to apply it. After preparing it, the researcher made two lines of vertical and horizontal with the different colour of doppelganger marker.

This lines was to sparated about who was the students that found the couple fast one. The students who took the same card in coloum one, it means that the students who could get their couple fast than others students. They had to find the same name of the card through introducing each other until they found the same same. The students who put the same name of the card in coloumn four, it means that they were the long one.

The Doppelganger that was applied in teaching and learning process in the classroom run well and it could make the students to be better in English speaking. It means that the doppelganger game was conducive to the students' activity in the class when the researcher applied it.

Based on the classroom teacher' explaination that the Doppelganger game was good. Because of Doppelganger, the students who were usually sleepy, the students could be active and not sleepy again. The Doppelganger game could motivate the students to speak English because the game was fun by moving around the class.

The Doppelganger game was challenging for the students who were shy. They were usually not confidence to speak English. By Doppelganger game, the students were over active too and the condition in their class was crowded if the teacher did not manage them well. But if the teacher or reseacher could manage them , it would be interesting to the student in doing teaching and learning process.

It means that by using Doppelganger game could motivate them to learn about English exactly in English speaking when they were in the classroom or in their daily life activity.

Based on the interview to the students, the students of interested in learning English, especially for English speaking. By using doppelganger game, the students felt fun and they were not bored, less of sleepy and challenging for them because the activity of Doppelganger game were interactive.

So all of the students had to have spirit in learning process in the classroom. Based on the above statements, it showed that by using Doppelganger game, the motivation of the students to speak English better than before. It means that the doppelganger game was conducive in teaching and leraning process.

Furthermore, English classroom teacher explanation in interview and the students inteview above, the conducive of doppelganger game also looks from the speaking ability of the students in the classroom after the Doppelganger game was applied, the score of their speaking ability that match in scoring rubric of speaking.

The discussion of this research would discuss about the teaching and learning process in using doppelganger game in teaching and learning process in Azka English Course Bojonegoro. The Doppelganger game was the game that use board card in matching the same things.

According to Wright, Betteridge & Buckby (2006), there are advantages of game, those are:
a. Making an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition.
b. Helping and encouraging many learners to sustain their interest and work
c. Helping the teacher to create contexts in which the language is useful and meaningful
d. Providing one way of helping the learners to experience language rather than merely study it
e. Providing the key features of drill with the added opportunity to sense the working of language as living communication.
f. Involving the emotions
g. Providing intense and meaningful practice of language.

From the advantages that are stated by Wright, Betteridge & Buckby (2006), the researcher could get these advantages from the students. By the Doppelganger game, the students of Azka English Course Bojonegoro did an effort to understand about the material that the researcher explained.

This game could encourage them to learn about english especially for english speaking and by using the Doppelganger game, they interested in learning English

more than before because the game was easy and it could make them felt fun in joining the learning process in the classroom.

It suitable with Buckby (1994) said that " the useful of Doppelganger game are attract the students to learn English because it is fun and it makes them want to have experiment, discover and interact with their environment".The language was useful and meaningful, so through applying the game, that is Doppelganger game could help the teachers to show how the language was useful and meaningful in the teaching and learning process.

By the Doppelganger game, it could show up their experience, their ideas, exploring their capability in learning activity. It also could add the students knowledge to be more large . It suitable with Buckby (1994) said that " the useful of Doppelganger game are attract the students to learn English because it is fun and it makes them want to have experiment, discover and interact with their environment".

Besides, by this game, it could make the students were not bored because the teaching and learning process was variative and not monotonous. So the students could give the teachers command because they felt fun. When the teacher asked them to do some activities, the students were not lazy for doing it.

The students could have challenging for practising english speaking and they felt enjoyable and comfortable in studying english especially for the speaking ability. By using this game, their emotions were increasing because when the students played the game, it made the tense from restraining pent up emotions of them.

Besides, through playing doppelganger game, students could learn English well. By doppelganger game, it made the classroom a lively place through the use of attractive wall displays such as displays of the students work.

The language classroom was noisy with English speaking of Doppelganger game but it was good because it would make the classroom more live in English because the students practiced in the classroom. By using Doppelganger game, it could motivate the students to want to learn English by using interesting and enjoyable learning activities.

The game that was applied by the students and the teacher be able to create warm and happy atmosphere when teacher and students enjoyed the activity together. Teacher arranged good atmosphere in classroom and make the students interested.

The doppelganger game was the good method for making better of the students speaking in learning process. Because of this Doppelganger game, the

students got the positive thing from this game. This game also could be effective in teaching and learning process.

It showed by the advantages this game that was achieved to the students. Besides, This doppelganger game was conducive in the teaching ang learning process by the activity that was done by the students in the classroom when the researcher did the observation in their class.

CONCLUSION AND SUGGESTION
Conclusion

Through Doppelganger games, it could make the students to be fun in learning English especially for English speaking. There were so many kinds of games, one of them is Doppelganger game. By using Doppelganger game, the students interested and they were not bored in using Doppelganger game for learning English in their classroom. Doppelganger game was conducive in English teaching and learning process in the classroom of Azka English Course.

By applying Doppelganger game, it could motivate the students to learn about speaking ability by practicing more and more. In addition, they could speak English well if they had to be accustomed to speak English each other if they would be good speakers. Besides, the students were given intensive method by doing Doppelganger game. It would pressure them to use English as their language to communicate. The students also had strong motivation in their process of acquiring English because they have strong motivation and desire.

Suggestion

This sections presents some suggestions for English teachers, and further researchers to follow up the finding of the present study. In order to build up the students' motivation to speaking English. The teachers are suggested to use the Doppelganger game as speaking process in teaching and learning process. That is because Doppelganger game especially Doppelganger game can solve the students' problem in speaking ability.

For future researchers are also suggested that to adjust the particular technique to different levels of education and different setting or condition. Besides, future researchers also can use other kinds of Doppelganger game that can be applied in teaching and learning process.

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