THE EFFECTIVENESS OF GUESSING GAMES TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT MTSN HASANAH PEKANBARU

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Abstract: *This study was about the application of guessing games technique in speaking ability of the first year students. The aim of this study was to find out the improvement students' speaking ability through guessing games technique at MTS Hassanah and to find out the effectiveness of guessing games technique in improving students' speaking ability. 24 out of 120 students were chosen through cluster random technique sampling. The analysis was based on giving oral test to the students. It was found that there were significant improvement; 4 students (16.7%) were in excellent level, 20 students (83.3%) were in good level, and there is no students in mediocre, poor and very poor level. It implies that the students' ability falls into good ability level. Based on the result, it is recommended that teachers pay attention more to the students about how to speak English well. It is also important to apply games especially guessing game in the term of motivating the students so that they are brave to speak up and fun to learn English.*

Key Words: *Guessing Games, Technique, Speaking*

PENGARUH TEKNIK PERMAINAN TEBAK GAMBAR UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI MTS HASANAH PEKANBARU

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Abstrak : *penelitian ini adalah tentang aplikasi teknik permainan tebak gambar dalam berbicara bahsa inggris untuk murid kelas 7 SMP. Tujuan dari penelitian ini untuk menemukan perubahan berbicara bahasa inggris siswa melalui permainan tebak gambar di MTS Hasanah Pekanbaru dan untuk melihat ke efektifan permainan tebak gambar dalam meningkatkan kemampuan berbicara murid. 24 orang sampel dari 120 siswa di pilih melalui teknik sampel acak . penilaian melalui tes oral. Telah di dapat perubahan yang signifikan , 4 orang murid (16.7%) berada pada level baik sekali, 20 (83.3%) murid di level baik, dan tidak ada murid yang berada dalam level sedang dan level rendah. Ini menyiratkan kemampuan murid berada dalam level yang baik. Berdasarkan hasil, penelitian ini direkomendasikan untuk guru agar memberikan perhatian yang lebih kepada murid tentang bagaimana berbicara bahasa inggris yang benar, dan juga pentingnya menggunakan permainan kususnya tebak gambar dalam memotivasi murid sehingga mereka berani berbicara dan tertarik belajar bahasa inggris.*

Kata kunci : *Permainan Tebak Gambar, Teknik, Berbicara.*

INTRODUCTION

One of language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language. In the 2013 Curriculum, it is clearly stated that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing. Unfortunately, the fact has shown that the students still face some difficulties to improve their speaking ability because they are accustomed to using their native language in daily life than using English.

Speaking as a part of English subject, cannot be separated from the other language skills. It contains structure, grammar, vocabulary etc. Sadtono (1983:26-27) says the speaking skill is a skill which is more difficult to master than other skill because it cannot be held alone in the process in learning it. It needs a partner to practice it.

Brown (1994:217) states there are four language skills that must be mastered in English learning, among as listening, speaking, reading and writing. Speaking skill is important to many language learners who are involved in the spoken language, especially to students. Being successful in learning depends on the students' ability to understand the material given by teacher and other supporting class activities.

The goal of teaching speaking is to improve students' speaking ability, to interact freely with others, to understand what others say in oral communication. They can share their experience in the classroom.

Based on the writer's experience when teaching practice to the first year's students of SMP Muhammadiyah 1 Pekanbaru, the writer knew that many students still had many difficulties in speaking. In teaching, the teacher tended to use practicing dialogue pairs. In this case , the teacher asked the student to read the dialogue in pairs and practice it in front of class, and after finished reading and practicing the dialogue the teacher asked the student to answer the question based on dialogue. As a result, this technique was monotonous and unable to improve students' speaking ability. They did not know what they was presenting the dialogue for the teacher here tends to use Indonesian language to explain materials to students.

Another problem that was found at that school was that most of students still lacked of capability to communicate in English. The students were inhibited when trying to say things in English in the classroom. They worried about making mistakes, felt shy and lazy to speak English and most of them tended to keep silent in teaching learning process.

An observation was also made at MTS Hasannah to complete the data. Based on the preliminary observation at MTS Hasannah, the same problem was found atSMP Muhammadiyah 1 Pekanbaru.It was found that the students had low scores in speaking. So, the researcher concluded the problem of students in junior high school was more about speaking.

Sometimes the students' speaking scores do not reach the standard. It is influenced by some factors; that are, first, lack of teachers' technique in teaching speaking so that the goal of teaching speaking could not be achieved by students, while the goal of teaching speaking skill is to communicate efficiency. Second, they were shy and lazy to speak English because they were afraid of making mistakes.

Based on the problem above, the researcher would apply guessing games technique as the solution to improve students' speaking skill. It is one of the communicative techniques in teaching speaking. It is also a kind of games in language

teaching skill. This game can be applied to beginning level of the students in junior high school.

According to Byrne (1987:21),name the object, spell the name of object, say something about the object, say what they would do with the object if they had it, make up sentence using the object, link the object on the right to the left object ". So, guessing games is a game in which the object is to guess some kind information, such as a word, a phrase, title, or the location of an object.

Guessing games can generate a lot of spontaneous speech, even if much of it is fairly simple in structure. To implement of guessing games as a speaking activity , working as whole class offer to o little opportunity for each student to speak, but working in pairs may often leave alone guesser stumped for ideas. The range of topic guessing games is wide, so the game can be tailored to match the theme of the class.

The reason for using guessing games is to give more opportunities to the student to make turn in speaking during the times allocated. The researcher thought that games are combination between language practice and fun. They can express their ideas freely because they do activities with their friends. It is game also easy to admirer and flexible in terms of subject matter and design.

Based on the explanation above, the writer was interested incarrying out a research entitled **The effectiveness of guessing games technique in improving students' speaking ability at MTS Hassanah Pekanbaru.**

RESEARCH METHODOLOGY

The time of the research was on academic year 2014/2015. The data for this research were collected from january to february 2015 to the first year students at the second semester. The research was conducted at MTS Hasanah Pekanbaru, which is located on jalan Cempedak 37 Pekanbaru.

The design of this research is pre-experiment which implements guessing games technique in speaking class. There are three types of pre-experimental designs, and in this research was used One Group Pretest-Posttest. This One Group Pretest-Posttest design involved a single group that is pretested (O_1), exposed to a treatment (X), and post-tested (O_2).

The activity in performing this research can be seen in following schema;

($O_1 \quad X \longrightarrow O_2$)(Gay: 2000). In a One Group Pretest-Posttest design, a single group participant was measured on the dependent variable both before and after the manipulation of independent variable.

In conducting the one-group pre-test-post-test design, theresearcher needs tounderstand the process in order to conduct the research well. This research was a cycle process: pre-test - treatment – post-test.

The population of this research is the first year students of MTS Hasannah 2014/2015. The total numberis 120 students, it consist of 56 females and 64 males.

Gay (1987:101) states that sample is the individuals selected to represent the larger group or population. If the reseach use experimental reseach, the minimum sample is 15 samples in group, Gay and Diehl (1992). The sample of this research use cluster random sampling. It is sampling in which group, not the individuals are randomly selected. All the members of selected groups have similar characteristics. A lottery technique was used to obtain the sample this researcher got one classes (VII_1) that consist of 24 students.

To get the sample the researcher asked the teacher to gather all the chairman from all first grade students in this school, and distribute the roll paper which one paper have one number only.

Quantitative data were used for instruments to collect the data during the reasearch. To obtain them the oral test was used to measure students speaking ability. The result of the test was assersed by three raters in order to gain the results of the test objective. The researcher chose it because it is easy for rates to score quickly (Brown 1994:140). The data of this research is the students' activity and the influence toward speaking. The data of this research is the student' activity during learning process and score of the pre-test and the post-test. The pre-test will be given to the students who are in sample class.

In scoring the students' ability, the researcher decided to choose the one constituted by Hughes (1990:111-113) for measurements of speaking ability.

Weighting Table

STUDENT CODE	Components					Score (A+G+V+F+C) x4=100
	Accent (0-5)	Grammar (0-5)	Vocabulary (0-5)	Fluency (0-5)	Comprehen sion (0-5)	
1						
3						
35						

In order to know the effect of guessing games technique toward speaking ability, the researcher analyzed with statistical procedure (for the test).

The data of this study were the students' score in pre-test and post-test questioner and observation. To analyze the students' score on pre-test and post-post test, the researcher used T-test from gay (1987) and statistical software program SPSS. In this case, T-test means a statistical procedure used to determine whether there is any significant difference between pre test and post test.

The technique of data analysis uses here is the statistical procedures. Statistical procedure gives away to analyze before and after test, and also find the mean, and standard deviation (pre-and post test) to find specific different.

For analyze the student's score, the researcher uses the following formula:

$$P = \frac{f}{N} \times 100\%$$

(sudijono, 2006: 43)

Where:
P= percentage of the students who get good / average / fail
f = the sum of the students who get good / average / fail
N= total the students within the sample

The Classification of Students' Score

No	Test Score	Level of Ability
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocre
4.	21-40	Poor
5.	0-20	Very Poor

Adapted from Harris (1974)

To know the real score of students, the following formula was used:

$$RS = \frac{TS}{25} \times 100$$

Where: RS = real score for each individual
TS = total score of speaking aspects

To know the students' ability in speaking, formula of the average score was applied:

$$X = \frac{\sum x}{N}$$

Where: X = the students' average score
$\sum x$ = the students'score
N = the number of students

(Hatch & Farhady, 1982)

RESULT
Research Findings

The post-test score of experimental class in speaking ability between 68-85point, it means 68 is the minimum score and 85 is the maximum score. The average score found in speaking ability was 76.9 point. The standart deviation of experimental class in post- test is 4.01.

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	4	16.7%
61-80	Good	20	83.3%
41-60	Mediocre	0	0%
21-40	Poor	0	0%
0-20	Very Poor	0	0%

Table above shows that there is improvement in students' speaking ability. There are 4 students get excellent level (16.7%) and 20 students (83.3%) in 'Good' level .

There is no one students in 'poor',' mediocre', and 'very poor' level. In addition the reseacher also analyzed the data based on each the aspect of speaking. The details can be seen in following table.

No	Aspects of Speaking	Average (R1+R2+R3)	Ability Level
1	Accent	77.28	Good
2	Grammar	74.25	Good
3	Vocabulary	76.45	Good
4	Fluency	73.15	Good
5	Comprehension	79.75	Good
	Total Score	76.94	Good

From the table above the score of 'fluency' is 73.15, 'grammar' is 74.25, 'comprehension' is79.75, 'vocabulary' is76.45, and 'accent' is,77.28. Based on the description above, the five aspects in speaking are in good level. As we knew in pre-test before, vocabulary and grammar in poor level, and others in mediocre level. So, we can see much changing between before and after applying the technique.

CONCLUSION AND RECOMMENDATION
Conclusion

After conducted 6 meetings in the first year students of MTS Hasannah Pekanbaru, the reseacher comes up with several conclusions which would point out the result of writer's experiment.

The significant improvement can be seen in every aspect of speaking ability that student have. In pretest, accent is 42.90 and it improves to 77.28 in posttest. In grammar, the average score of students in pretest is 38.78 and it improves to be 74.25. In vocabulary, the average score of students in pretest was 39.33 and it improves to be 76.45. It also happened in fluency and comprehension aspect. In pretest, the average score of students in fluency was 42.08 while in posttest it was 73.15. In comprehension, the average score of students in pretest is 44.83 and it improves to be 79.75. It means guessing games technique is effective to improve speaking ability at MTS Hasanah Pekanbaru..

The significance is also supported by the result of T-test and that makes the alternative hypothesis accepted. It was concluded that the result of t-test (31.732) was higher than the t–table (2.069). It means there is a significant difference between the result of pretest and posttest. Hence, the alternative hypothesis is accepted and the null hypothesis is rejected.

Recommendation

Related to the result of the research, the highest score increased in speaking aspect is in comprehension. Therefore, it is recommended for other researchers to conduct a research regarding the implementation of guessing game technique to improve other aspects. The lowest score is in fluency aspect, it is recommended to the teacher to pay more attention to the students about how to speak English well. It is also important to apply game especially guessing games in term of motivating the students so that they

are brave to speak up and fun to learn English. The last, the writer also recommend this thesis to the readers to enrich the knowledge about games that can be one of successfull techniques in improving students' speaking skill.

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