

THE USE OF GUESSING GAME TO IMPROVE STUDENT'S SPEAKING SKILL

Sri Wahyuni¹ dan Fitri Yulianti²

Abstract

Speaking is activity of two or more people in sending and receiving information or messages in oral communication. The reason for teaching speaking to students is because it belongs to the basic language skill in English. In speaking classes, the teacher usually give a dialogue of a certain topic, then the students are being to practice and memorize the dialogue with their friends and finally present the dialogue in front of the class in turn. It means that to understand the dialogue, the students must have the ability in vocabulary, grammar and pronunciation. Because of that, speaking is very important to be taught to the students. This study aimed to find out whether the use of guessing game is effective. The sample of the study consist of 27 students in one class. The data in this research were conducted by using pre-test and post-test. The result from the research showed that there is significant difference between the students who are taught speaking by using guessing game and those who are taught speaking by using traditional approach. The finding indicated that there is a significant difference between the score of pre-test was 53, 6 and post-test was 82, 9. From this research it was known that t – score is highest than t – table. It's mean that this alternative hypothesis (H_a) is accepted. Thus clear that the difference of the two means gained score was significant.

Keyword: *Guessing Game, Speaking Skill*

¹ Sri Wahyuni, Dosen Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena.

² Fitri Yulianti, Alumni mahasiswa STKIP Bina Bangsa Getsempena

INTRODUCTION

Teaching English in senior high school encompasses the four language skills; listening, speaking, reading and writing. As one of language skills that must be mastered by students, speaking is an important part for the students to acquire a language. Hybel (2001: 45) mentioned that speaking is any process in which people share information, ideas, and feeling. In other words, speaking is to express our idea to others in oral communication, and also a process in which a speaker conveys information or messages to listeners.

In addition, speaking skill is used in real life. It means mastering English communication is one of the main goals in learning English. One of target of teaching language is to improve students skill to speak that language. Meanwhile, Burns (2012:37) believed that for most foreign language learners, speaking in target language is not easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules.

The researcher has found similar case at second grade students in MAN 3 Banda Aceh where the students cannot say word perfectly in English. They look very confuse to express their ideas on their mind. Many students do not have passion or do not feel confidence to perform English, especially in speaking class.

The students are also less enthusiastic and less confident in speaking English and low motivation to learn. According to Fulcher (2003:51) said that in teaching and learning

process, students often get bored to learn English because the material and method are monotonous and also less English practice.

The teacher usually asks students to real dialogue in front of class or to answer some questions for examples. Because of that the writer think it can make students bored and they do not want to speak English.

Therefore, teachers should use one effective method for teaching speaking that make students active and motivate in learning speaking. The students can be motivated to say something to make possibility activities and giving opportunity for them to practice their speech.

According to Savignon (1991: 4) discussed, those teachers who did try to make time for students to use a pattern they had practiced in more authentic, real life situation will make their students more successful in speaking. To improve skill of speaking, games are considered as an effective technique to apply in teaching speaking, because game can attract the students to use English in a fun way. By using games, teaching and learning process will be more affective.

Based on Eroz (2000:5), games are highly motivating because they are amusing and interesting. Based on the definition, it can be concluded that the game can applied in teaching language skills. This statement also cited by Wright (1984:1) games help and support many learners to continue their awareness and work. It means that games make students want to continue their study and their work when teaching and learning

process, because the students felt relax and fun.

In relation to the techniques in teaching speaking skill, guessing games is one of the techniques that can be used for this purpose. Kipple (2012:34) stated that, the basic rule of the guessing games is very simple, someone knows the vocabulary and the others are trying to find it.

Similarly, Wright (2012:1) said that, in a guessing games and speculating game, some one knows something and the others must find what it is by purposes. Based on the definition above, it can be concluded that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer.

Based on the background above, the researcher formulated the reserch question "Does the Guessing Games improve student's speaking skill in MAN 3 Banda Aceh?"

LITERATURE REVIEW

1. Definition of Speaking

Speaking is one aspect that important in teaching and learning process. The aim of teaching speaking is to train the students to be able to express their ideas meaningfully in the real life. According to Kayi (2006:7), speaking is the ability to express a squence of ideas fluently.

This statement cited by Tarigan (1997:15), speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling. It means speaking is an articulation of sound to express

someone thought. Based on definition above it can be concluded that goal of teaching speaking is to communicate efficiently.

In addition, Haryanto (2004:13) said that speaking is talk or speaks. If both speaking and ability are combined, it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to other person. Therefore, Hornby (1999:427) said that in short speaking can be as the way to carry out feeling through words, even conversations with other.

From the definition above, it can be inferred that speaking is one of the most important role in people's communicating life among one and another. By communicating they are able to create relationship, inform, share and find imformation. In this case, speaking is the most important part in expressing the students' ideas, opinion, though or feelings and they are able to communicative with others by doing some activities in classroom.

2. Aspects of Speaking

Speaking represents a real challenge to most language learners. No wonder that, some people think that the ability to speak shows the competence of a person in language mastery. Because language is a habit, speaking skill, as a part of four major skill in a language, must be practiced more in its frequency in order to be fluent with the target language that is being learned. Furthermore, other expert add some aspect that should to know by the student, the are included of acuracy (grammar, vocabulary,

and pronunciation). Fluency and comprehension.

a. Accuracy

1) Grammar

Grammar is structure words that is arranged to be sentences to give meaning, it is needed for students to arrange a correct sentence in conversation. As cited by Heaton (1988:5), that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one.

2) Vocabulary

Beyorn (2006:1) believed, vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, students cannot communicate affectively or express their ideas in both oral and written form. Based on Hornby (1995: 137), vocabulary is all the words of a language that can be used by everyone. It means vocabulary is one of the speaking components which are very important in mastering English.

3) Pronunciation

According to Gerard (2000:10), pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

b. Fluency

The main goal of teaching speaking is oral fluency. Fluency mean as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Symbol of fluency consist of a logically fast speed of speaking and only a small number of pauses and "ums" or "ems". These symbols show that the speaker does not have to spend a lot of time searching for the language items needed to express the message. This statement supported by Brown (1997: 4).

As cited by Brown (2001: 269), fluency should be the target for beginning learners and should continue to be target as learners move toward more advanced stages in their language acquisition. Fluency is sometimes mistakenly thought to be the least difficult aspects of speaking development, because they are influenced by dialect and their mother tongue.

c. Comprehension

Heroine (2014:7) suggested teachers have to ensure that students are paying attention and understanding the material. It means conducting comprehension checks will highlight what students are struggling with and what needs to be covered more thoroughly before completing additional activities or moving on the next topic.

Consequently, the teacher can do the comprehension exercises often determined by the type of activities, and then teacher have decided to include in his lessons. Most of the comprehension checks for speaking exercises will be done during the initial introduction and practice sections of the lesson.

Therefore, the teacher can ask the students to practice the pronunciation of new words, provide synonyms for certain vocabulary, and the teacher also gives the translations of target structures to see if students grasp the meaning of certain material. During speaking exercises it may be difficult to correct students because correcting a student during a class activity brings him negative attention while when students are doing exercise in groups it is impossible to catch everything they say.

3. Teaching Speaking

Teaching speaking, especially English is teaching students how to communicate orally to others. Moreover, the teacher has to find and prepare the materials, give clear explanations or direction and also make relationship the materials that they have learn to their own lives.

There are many language learners considered speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others. Based on Fisher (2007:16), speaking is the uniquely human act or process of sharing and exchanging information, ideas, emotions by using oral language. The goal of teaching speaking skills is communicate efficiency.

Meanwhile, David (2000:197) stated that the purpose of teaching English in senior high school to gain function in all level. It means that students should be able to communicate in oral or written form to solve their problem in their daily life. Moreover, English teachers have to make their speaking class atmosphere interesting and give more

chance for students to practice their speaking. Teachers, in designing their lesson objective, must consider students' need too in order to ease students in mastering English as a target language that is being learned.

Therefore, an English teacher has to process sufficient knowledge and understanding toward learning materials that she/he will teach. Furthermore, the teacher should be able to select an appropriate teaching methodology to be used in teaching materials as well classroom learning activities that can motivate students to learn. As cited by Hence (2004: 3), the students will feel enjoy during the class and keep on practicing their speaking ability.

There are many activities to uphold speaking in the classroom. Kayi (2006: 2-5) said that, from many linguist on her article on Teaching English as Second Language (TESL) there are thirteen activities to uphold speaking, they are discussion, simulations, information gap, brain storming story-telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find the differences, and role play.

4. Guessing Games

Guessing games is a game in which the participants compete individually or in teams to identify something that indicate obscurely. According to Webster (2001: 8), in teaching speaking through guessing games, students are expected to be involve datively in speaking class activity; they are much courage to think what they want to say. In other words, by guessing game students more active and interest in learning speaking.

Klippel (1994:32) defined, the basic rule of guessing game is eminently simple: one person knows something that another one wants to find out. Based on definition above, it can be conclude that guessing game is a game in which person or participant knows something and competes individually or in team to identify or to find out the answer.

Similarly, Klippel (1994:33) said that guessing is true communicative situation and such are very important for foreign language practice with fun and excitement. It means that by guessing game the students can easy to practice their speaking and more enthusiasm.

Therefore, games can help the students in building a good relationship with their friends as well as in increasing their achievement in learning English. Webster (2001:2) pointed out a game in which participate competes individually or team to identification of something indicates obscurely.

RESEARCH METHODOLOGY

1. Research Design

This research is experiment study and quantitative approach. Emzir (2012:63) pointed out; the experiment study is the research method that can test hypothesis based on causal relationship (cause-effect). Moreover, according to Mujjs (2004:1) pointed out; quantitaive research is explaining phenomena y collecting numerical data that are analyzed using mathematically based methods (in particular statistic). Moreover, in this research the writer used one group pre-test design. It chosen because to thriftly the time and to make their writer easy to manage the

class. This study focuses on investigate about guessing game in improving students' speaking skill at MAN 3 Banda Aceh.

2. Population and Sample

The populations of this research were all of the students MIA from the second grade of MAN 3 Banda Aceh in the academic year 2015/2016. Meanwhile, in this reserach, the writer used 27 students from 100 students of second grade in MAN 3 Banda Aceh as a sample. So, the sample of this research was the students in class XI MIA-3 that were consisted of 27 students.

3. Research Instruments

According to Selinger (2006:125) there are several techniques that can be used in a qualitative research to collect data such as: self reports and interview, test, observation, survey and questionnaire, et cetera. In this research, the writer needs various data that should be obtained from a number of students at MAN 3 Banda Aceh. The instrument was used for this study is test. So, the writer used test to measure the students' speaking achievement while conducting the research.

While, the pre-test gave in the first meeting and it was used to know how far the learn with their own teacher before. In this section, the teacher asks the students to speak in front of the class without determine the topic by the teacher or it is called free speaking. Then, the writer gave treatment in the second and third meeting, and post-test is done to know the students' speaking progress after giving the treatment.

4. Technique of Analysis Data

In conducting this research, the procedure of data analysis would be collected from result pre-test, treatment, and post-test result. After collecting the data, the writer did some steps in analyzing the data.

As cited by Brown (2004:71), to analyze the results of students' speaking ability, the writer used the speaking assesment rubric which contains three aspects of speaking skill, namely grammar, vocabulary and pronunciation.

Table 1. The classifications of minimum values completeness of MAN 3 Banda Aceh:

Score	Value	Category
90-100	4	Excellent
80-89	3	Very good
65-79	2	Good
55-64	1	Enough
0-54	0	Bad

(Taken from KKM MAN 3 Banda Aceh.)

The score of all tests from this research was setting up in the frequency distribution which is analyzed by using Mean. The formula of this statistic is suggested by Hady (2003:272).

The mean (M):

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

Explanations: M = Mean

$\sum x$ = Sum of score

N = Number of sample

Then to find out the weather the differences between pre-test and post-test is significant, the writer used the following T-score formula as suggested by Bunging (2005:191):

$$t = \frac{md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Explanations:

Md : D divided by N

D : Score treatment I-score of treatment II

N : Number of Sample

RESULT AND DISCUSSION

1. Result of Research

This research was conducted at the second grade students' of MAN 3 Banda Aceh, on January 11th - 17th 2016. Moreover, after giving treatment to the students in three meetings, the writer collected all the data needed from the result of pre-test and post-test. First of all, the writer would like to discuss the result from pre-test.

Table 2. the result of students' pre-test and post-test.

No.	Name of Students	Score of pre-test	Score of post-test
1.	AT	50	85
2.	CIV	40	80
3.	FH	43	90
4.	IES	59	95
5.	IM	58	100
6.	KN	60	85

7.	KI	50	70
8.	KD	60	90
9.	MA	45	95
10.	MRS	45	100
11.	MS	55	85
12.	MI	59	100
13.	MLN	53	100
14.	NN	60	90
15.	NI	58	85
16.	RS	57	70
17.	RM	50	90
18.	RM	50	100
19.	RR	54	95
20.	RN	58	85
21.	RM	37	90
22.	SN	60	100
23.	SZ	60	100
24.	UJM	55	90
25.	ZMI	59	90
26.	ZH	53	80
27.	RM	60	100
Total		1448	2440
Mean		53,6	82,9

2. Analysis of pre-test

From the table above, it can be seen the highest score of pre-test is 60, and the lowest score of pre-test is 37. Meanwhile, total of students' score is 1448. Next step is to find the means score of pre-test.

$$M = \frac{\sum x}{N} = \frac{1448}{27}$$

$$M = 53,6$$

From the classification above, it can be seen that there is no students who got excellent score and most of them got bad score. Also, the score of the mean is 50. That is categorized as bad score. Therefore, we can concluded that the average of the young learners ability before the writer gave treatment were bad.

3. Analysis of post-test

From the table 2 shows that the students' score are range from 70 to 100. The following is the mean score of the result of post-test.

$$M = \frac{\sum x}{N} = \frac{2240}{27}$$

$$M = 82,9$$

Meanwhile, based on the table above, it can be concluded that students' post-test is higher than pre-test. It means that, there are differences in both test. Therefore, teaching speaking by using guessing games helps students in improving their speaking skill.

From the classification above, it could be seen that there was contrast result between pre-test and post-test score. In pre-test, almost all of students got bad score. However, we can see a significance improvement of the score in

post-test. Most of them are get very good score. None of them got bad score. So, the writer concluded that the average of the young learners ability after the writer gave treatment were very good.

Now, to find out the weather the differences between pre-test and post-test is significant, the writer used following T-score formula as suggested by Bungin (2005:191).

$$\begin{aligned} Md &= \frac{\text{Score of pre-test} - \text{score of pre-test}}{\text{Number of sample}} \\ &= \frac{2240 - 1448}{27} \\ &= \frac{792}{27} \\ &= 29,3 \end{aligned}$$

$$t = \frac{md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

$$t = \frac{29,3}{\sqrt{\frac{24848}{27(26)}}}$$

$$t = \frac{29,3}{\sqrt{\frac{24848}{702}}}$$

$$t = \frac{29,3}{\sqrt{\frac{65,389}{702}}}$$

$$t = \frac{29,3}{8,09}$$

$$t = 3,23$$

$$t\text{-table} = 2,093 \quad df = N-1$$

$$= 27-1 = 26$$

From the statistical analysis above, we can see that the t-score of this research is higher that score in the t-table ($t > t\text{-test}$). It means that the difference was significant and the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

4. Discussion

The section discuss the research finding which has been introduced to previous section of this chapter, by maintaining the relevance with research problem to describe the use of guessing game in improving students' speaking skill. After analyzing the data, the research can be proved students' speaking skill by using guessing game at second grade students in MAN 3 Banda Aceh.

In learning process, especially on speaking, the students usually depend on the teacher's explanation. It is means the teacher is as the center or main recourse in getting the knowledge. Therefore, the students are passive and just accept the material from the teacher. While, through using guessing game in teaching speaking, the teacher is as the facilitator.

Teaching speaking by using guessing game encourage the students learn actively. The students look enjoyed in game, they give more attention and participation on game. They have opportunity to discuss and share the material. The use of guessing game script is helping the researcher to investigate the students' speaking skill in senior high school. The evidance, the experiment was conduct and the result is the use of guessing game can be applying in all of school, This strategy is beneficial for reviewing and integrating subject matter.

The finding indicated that there is a significant difference between the score of pre-test was 53, 6 and post-test was 82, 9. From this research it was known that t – score is

highest than $t - table$. It's mean that this alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) was rejected.

The use of guessing game script in this research was suitable for the students. However, the students must learn more to increase their speaking ability, but by this technique it can help to measure their speaking. So that, the students got the confidence when speak to each other especially in front of the class. By learning game, they have e brave when performance in front of the class. These are some of the benefit or positive impact by learning game,

not only is able to increase their speaking ability but also their confidence in their life.

CONCLUSION

The result of this research the use of guessing game technique in class room achieve more effective for students' speaking skill. The criteria of success are t -score is 3, 23 and t -table is 2, 093. It's mean that this alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) was rejected. In fact, the result of the test demonstrated that after the use of guessing game technique in teaching and learning process, the students' score has increased.

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