

USING GUESSING GAMES TO IMPROVE STUDENTS' SPEAKING SKILL

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ABSTRACT

The study aims at figuring out whether or not the speaking skill at the eighth grade students of SMPN 1 Kuta Utara in academic year 2019/2020 can be improved through the implementation of Guessing Games. The subjects were the eighth grade students of SMPN 1 Kuta Utara. There were 36 subjects which consist of 12 females and 24 males. The design was classroom action research design. The research was carried out through implementing Guessing Games in two cycles and the obtained data was analyzed quantitatively from the pre-test, post-test 1 and post-test 2; then qualitatively from the questionnaire. The result showed that the students' mean score had significant improvement from the pre-test was 49.72 to 64.86 in post-test 1, and 75.69 in post-test 2. Furthermore, to collect the additional supporting data; the researcher administered the questionnaire at the end of cycle II. It showed that the students responded positively and it could be seen that the result of the questionnaire showed the percentage of 60.68% *Sangat Setuju/SS* (strongly agreed) with the implementation of Guessing Games in improving speaking skill.

Key words: improving, Guessing Games, speaking skill.

INTRODUCTION

Speaking is one of the productive skills, which is prioritized and crucial to be learned by the students in studying the English language. It is supported by Richards (2008:19), which states that the mastery of speaking skills in English is the priority for many second languages or foreign language learners. Speaking is the basic function of language as a communication instrument. In speaking, students will

not only able to arrange the words, but also it helps the students to speak spontaneously and get the real communication in daily life. Therefore, through this skill, the students can communicate or inform something to their friends or other people orally.

Fatawi (2014:9) defines that speaking is one of the important skills that need to be learned, because by speaking the students can express their feeling, ideas, opinions, and make good

relationship with other people. All of the students have different thoughts in their minds. Students can use speaking skill as a way to express themselves in spoken language. For delivering those ideas orally, the students should be able to speak. Through speaking, the students can convey what is in their mind to the other people in spoken language. Therefore, if the students are able to speak, they can deliver what they want to say and express themselves freely. However, as a productive skill, speaking is still considered as difficult to be mastered by the students especially where English language is not their mother tongue. The difficulties in speaking include lack of vocabulary, poor grammar, pronunciation, fluency, and comprehension.

Based on the interview with the English teacher of the eighth grade students in SMPN 1 Kuta Utara, it showed that the students still had some problems in studying English, especially in speaking. Most of the students were not able to express their feeling, ideas, and opinions in speaking English. They still used their mother tongue or Indonesian language to communicate

even though the teacher asked them to speak in English in teaching and learning process. It was because they had lack of vocabulary, lack of practice, less self-confidence, confused with grammar and also, they felt afraid if they made mistake in pronouncing the words.

Besides that, based on the observation in the classroom, the researcher found that the students were not active to speak up or share their ideas and opinion during the teaching and learning process. The teacher only asked them to read and practice the dialogue in front of the class with their friends in teaching their speaking skill. It made the students could not deliver their ideas freely. Therefore, it could not help the students to improve their skill especially in speaking.

One of the alternative ways which the researcher used to solve those problems above called Guessing Games. By using Guessing Games, the students were expected to be involved actively in speaking class. Guessing games are simple games in which the player holds the information about an object and others should guess what is the object.

According to Klippel (1984:32) there are some kinds of Guessing Games that can be used in teaching speaking, as follows: What is it?, A day in the life, Packing a suitcase, Most names, Lie detector, Coffeepotting, What's in the box?, Definitions, New rules, and Hidden sentence. However, in this present study, the researcher only applied "What's in the box?" and "Packing a suitcase" activities. The researcher also modified the rules in applying those two activities. Through these games, it could give more opportunities for the students to practice in speaking. It is also useful to encourage the students to interact and communicate with the other students orally.

Based on the explanation above, the researcher would like to solve those problems by using Guessing Games to improve students' speaking skill at the eighth gradestudents of SMPN 1 Kuta Utara. Moreover, the researcher expected that the students could improve their speaking skill in a fun and interesting way by using these activities. Therefore, the researcher wanted toconduct a research entitled

"Using Guessing Games to Improve Students' Speaking Skill at The Eighth Grade Students of SMPN 1 Kuta Utara In Academic Year 2019/2020".

RESEARCH METHOD

The design of the research that was used in this present study was Classroom Action Research (CAR). This classroom action research was focused to improve students' speaking skill by using Guessing Games. This research was done in the form of cyclic. Every cycle there were four interconnected activities, named Planning, Action, Observation, and Reflection. Before conducting the first cycle, the researcher administered an initial reflection (IR). The purpose of initial reflection (IR) was to know the real pre-existing skill in speaking of the eighth grade students in SMPN 1 Kuta Utara. In planning activity, the researcher should make a plan to prepare the material or instrument that is used in the research. Action is the next activity in which the researcher implements the materialand strategy that has been prepared before in the planning activity to get the data. Observation is

the activity to observe the situation in the classroom such as the students' activities and also, their participants in the classroom during the teaching and learning process. In reflection activity, the researcher can conduct post-test and then analyze the result to know whether the implementation of the activity is successful or not, but if it is unsuccessful, the researcher will continue to the next cycle.

This research was conducted at SMPN 1 Kuta Utara especially the eighth grade students. The researcher chosen VIII B which consisted of 36 students as the subjects in this study. They were chosen as the subjects in this research because after doing interviewed with the English teacher which showed that they still had some problems in speaking English.

There were two instruments which were used to get the data, such as tests (pre-test and post-tests) and questionnaire. In this classroom action research, the researcher conducted the test in orally. Students' were asked to choose one of the topics and describe it by stating five characteristics of the topic. In scoring their performance, the

researcher used scoring rubric that adapted from Brown (2004:172). It consisted of six aspects, such as grammar, vocabulary, comprehension, fluency, pronunciation, and task. However, in this present study, the researcher only used four aspects to score the subjects, such as: grammar, vocabulary, fluency, and pronunciation.

FINDING AND DISCUSSION

Finding

The data in this present study were obtained by administering the pre-test, post-tests, and questionnaire. The pre-test was administered to the subjects before teaching and learning process. It was used to know their pre-existing skill in speaking. Besides that, post-tests were given in the end of each cycle I and cycle II which were used to know the subjects' improvement after implementing the Guessing Games activity. Moreover, the questionnaire was given in the end of cycle II as the supporting data.

Pre-Cycle

In pre-cycle, the researcher interviewed the English teacher of SMPN 1 Kuta Utara and also observed

the situation in the classroom. The researcher also administered pre-test in order to know the subjects' pre-existing skill in speaking. In pre-test, the students were asked to choose and describe one of the topics, such as: My Lovely Pet, My Beautiful Mother, and My Favorite Thing. They describe it orally by describing 5 characteristics of the topic that they already had chosen.

The mean score of the pre-test which was followed by 36 students was 49.72. There were 2 students who passed the minimum passing grade which was 70. The result of the pre-test showed that most of the students had low ability in speaking English. Therefore, the researcher started to conduct the cycle I which consisted of three sessions.

Cycle I

Cycle I was conducted after the pre-cycle was done. The researcher conducted cycle I which consisted four interconnected activities namely, planning, action, observation, and reflection. In planning, the researcher focused on making the lesson plan, prepared the learning material and teaching media, provided descriptive

words which were used to describe animal and thing, prepared the example of descriptive paragraph, prepared the students' worksheet, and also constructed the post-test 1. In action, the researcher carried out the planning that had been constructed before. Each session consisted of pre-activity, whilst-activity, and post-activity. In session 1 and 2, the researcher delivered the learning material and also applied "What's in the box?" Guessing Game in teaching and learning process.

In observation, the researcher observed the situation in the classroom during the teaching and learning process. In this cycle, the researcher found that few students were active to ask some questions to the researcher related to the material. The other students did not pay attention to the researcher's explanation and they talked to their friends in the classroom which made them noisy. However, the students looked so excited when the researcher asked them to play Guessing Game.

Reflection was the last step that should be done in this cycle. In this step, the researcher considered the three steps (planning, action, and observation)

that had been done before to prepare the next cycle. It was done in order to make cycle II become better than cycle I. The researcher modified the planning step in cycle I.

In order to know the improvement of the subjects, the researcher administered post-test 1 in the session three. The students were asked to choose and describe one of the topics, such as: one of the things in the classroom or an animal in the zoo. They were asked to describe it by stating five characteristics of the topic that they had chosen. Post-test 1 in cycle I was followed by 36 students. The mean score of post-test 1 was 64.86. It showed that there was improvement of the students' mean score from the pre-test to cycle I. There were only 13 students from 36 students in the classroom who passed the minimum passing grade. The study was needed to be continued to the cycle II because the total number of the students who could pass the minimum passing grade were less than the success indicator.

Cycle II

After getting the result of the post-test 1 in cycle I, the researcher

decided to continue the research by conducting cycle II. In planning, the researcher started to prepare the revised planning based on the weakness of the previous cycle in order to make the cycle II more successful than cycle I. In this cycle, the researcher gave four examples of descriptive paragraph about describing person to make the students become more interesting and understand with the learning material. In addition, the researcher also prepared the learning material and teaching media, provided descriptive words which were used to describe person, created the learning material to become more interesting and easier to understand it, prepared the students' worksheet, prepared post-test 2, and also prepared the questionnaire to know the students' responses on the implementation of Guessing Games in teaching and learning process.

In action, the researcher did the activities based on the lesson plan that had been prepared. In session 4 and 5, the researcher delivered the learning material and also applied "Packing a Suitcase" Guessing Game in teaching and learning process. In session 6, the researcher gave the students post-test 2

to get the data about their improvement in speaking skill and also gave the questionnaire to the students. In cycle II, the researcher also did an observation. The researcher found that the students became interested and also, they were active to ask some questions to the researcher. Besides, they were still excited to play the Guessing Games and they could make the clues with few mistakes in grammar. In reflection, the researcher did not need to make consideration for the planning, action, and observation step that had been done before. It was because the result of the data in cycle II achieved the passing grade, so that the cycle could be ended.

In this research, the researcher administered post-test 2 at the end of cycle II. In this post-test, the students were asked to choose one of the topics, such as one of their best friends or one of their favorite idols. They were also asked to describe it by stating five characteristics of the topic that they had chosen in this post-test. There were 36 students which followed this post-test. The mean score of post-test 2 was 75.69. It meant, from the result of the mean score, the subjects' speaking skill

improved after implementing Guessing Games activity in teaching and learning process. There were 32 students from 36 students who had already passed the minimum passing grade that was 70. The result of the post-test 2 showed that cycle II achieved the success indicator and this study could be ended.

Moreover, the supporting data in this study were collected by administering the questionnaire. From the result of the questionnaire, it showed that there were 60.68% of the subjects who *Sangat Setuju/SS* (strongly agreed); 35.67% *Setuju/S* (agreed); 3.53% *Ragu-Ragu/RR* (undecided); 0.12% *Tidak Setuju/TS* (disagreed); and none of the subjects who *Sangat Tidak Setuju/STS* (strongly disagreed) with the implementation of Guessing Games in teaching and learning process. In addition, from the result of the data, it could be stated that most of the students gave positive responses about the implementation of Guessing Games in improving students' speaking skill.

Discussion

In pre-cycle the result of the data showed that the mean score of the pre-test was 49.72. There were only 2

students from 36 students who passed the minimum passing grade which was 70. From those result, the pre-existing skill in speaking of the subjects was still low and it needed to be improved.

In cycle I, the researcher applied “What’s in the box?” Guessing Game to the students in teaching and learning process. The result of the post-test 1 showed that Guessing Game could help the students to improve their speaking skill. It could be seen from the mean score of cycle I that was 64.86. There were 13 students from 36 students who could get the minimum passing grade. The success indicator was not yet achieved. Therefore, the researcher conducted cycle II to get better result.

In cycle II, the researcher revised the planning in order to get better result from the subjects. The mean score of the post-test 2 in cycle II was 75.69. There were 32 students from 36 students who could achieve the minimum passing grade. This result showed that the subjects’ speaking skill could be improved through Guessing Games. It could be concluded that the implementation of Guessing Games in teaching and learning process could

improve the students’ speaking skill. It was because the success indicator in this present study was achieved. Therefore, the research was ended in this cycle.

Besides the tests, the researcher also administered questionnaire in this present study. The result of the questionnaire, it showed that 60.68% of the subjects who *Sangat Setuju/SS* (strongly agreed); 35.67% *Setuju/S* (agreed); 3.53% *Ragu-Ragu/RR* (undecided); 0.12% *Tidak Setuju/TS* (disagreed); and none of the subjects who *Sangat Tidak Setuju/STS* (strongly disagreed). Most of the subjects showed positive responses with this activity. It was a good activity to stimulate them to speak up and explore their ideas. The subjects felt so excited and happy in applying Guessing Games in teaching speaking. Moreover, this activity did not only make the students felt happy but also it enabled them to participate in group working or group discussion. They could ask to the other students when they felt confused with the vocabulary. As a result, Guessing Games had positive impact in teaching and learning process in the classroom.

Based on the data above, this present study was successful to achieve the success indicator in the last session of the last cycle. It could be seen from the data which was obtained from pre-test, post-test 1, post-test 2, and also the questionnaire. Moreover, it was supported from the result of the questionnaire which showed the positive responses from the students towards the implementation of Guessing Games. In conclusion, it could be stated that speaking skill of the eighth grade students of SMPN 1 Kuta Utara in academic year 2019/2020 can be improved through the implementation of Guessing Games activity.

CONCLUSION

In this study, the researcher used classroom action research as a research design. It helped the subjects to improve their speaking skill. This present study was conducted at the eighth grade students of SMPN 1 Kuta Utara in academic year 2019/2020. The main data in this present study were obtained by conducting pre-test and post-test to the subjects at the end of each cycle. Moreover, the additional

data was collected by administering questionnaire to the subjects at the end of cycle II.

In pre-cycle, the researcher got the result that the mean score of the pre-test was 49.72. There were only 2 subjects who passed the minimum passing grade. Moreover, in cycle I, the mean score of post-test 1 was 64.86. From the result of post-test 1, there were 13 subjects from 36 subjects who passed the minimum passing grade and it showed the success indicator was not achieved yet. In cycle II, the mean score of post-test 2 was 75.69 and there were 32 subjects from 36 subjects could pass the minimum passing grade. The result of the post-test 2 achieved the success indicator that was required in this present study. In addition, based on the data, it clearly showed the significant improvement of the subjects' speaking skill.

This present study also showed the data from the questionnaire which clearly showed that 60.68% of the subjects who *Sangat Setuju/SS* (strongly agreed); 35.67% *Setuju/S* (agreed); 3.53% *Ragu-Ragu/RR* (undecided); 0.12% *Tidak Setuju/TS* (disagreed); and

none of the subjects who *Sangat Tidak Setuju*/STS (strongly disagreed). The result of the questionnaire showed that most of the subjects responded positively with the implementation of Guessing Games to improve their speaking skill.

Based on the findings which had been mentioned before, it could be concluded that speaking skill of the eighth grade students of SMPN 1 Kuta Utara could be improved through Guessing Games.

SUGESSTIONS

In this present study, the researcher would like to give suggestions for the English teacher, the eighth grade students of SMPN 1 Kuta Utara, and also the other researchers. The English teacher who teaches the eighth grade students of SMPN 1 Kuta Utara is suggested to implement Guessing Games in teaching speaking skill and also the teacher should be able to manage the class and keep monitoring the class during the teaching and learning process.

The eighth grade students of SMPN 1 Kuta Utara are also suggested

to always pay attention to the teacher when the teacher teaches in the classroom and also motivate themselves and improving their speaking skill by keep practicing with their friends and also with their parents at home.

For other researchers are recommended to use Guessing Games in conducting a research to improve the students' speaking skill in the other schools with different grade and also be more creative to choose the other topics that can support the effectiveness of the implementation of Guessing Games to improve the students' speaking skill in teaching English.

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