THE EFFECT OF GUESSING GAME ON STUDENTS' SPEAKING SKILL

Tomi Irawan, Rona Elfiza, Gatot Subroto
tomiirawanumrah@gmail.com
English Education Study Program Faculty of Teacher Training and Education Universitas Maritim Raja Ali Haji

Abstract

This research has an objective to know the effect of Guessing game on students' speaking skill at SMA Negeri 1 Lingga Utara. Quantitative method was used in this research. Quasi-experimental research was a design that used in this research which involves 20 students in X IPS.2 (experimental class) while 20 students in X IPS.1 (control class). Before teaching learning process implemented, the researcher gave pretest. After the teaching and learning process had been finished, the researcher gave posttest to get the students' speaking skill achievement. The scores of both pretest and posttest were analyzed by statistics descriptive test. Then, the data were tested using normality test, homogeneity test, and hypothesis test. From this research, it can be seen that 90.75 for the mean score of experimental class (Post-test) and (Pre-test) was 80.75 while 86.50 as the mean score of posttest (Control class) and 79.75 as pre-test. Based on the data, we knew the result of t-test and had differences between both of class, because the mean score of experimental class had higher score than control class. Therefore, in this research, the researcher found that Guessing game had a significant effect on students' speaking skill at SMA Negeri 1 Lingga Utara.

Keyword: Effect, Guessing Game, Speaking Skill

I. Background

Speaking is a verbal communication of language use to communicate with others. The students can deliver their information or problems from their mind ideas through speaking. Speaking is also as the most important skill among four skills because people who know a language are referred to as speakers of that language. According to Brown and Burns et al. (in Leong & Ahmadi, 2017), speaking as an interactive process of making meaning that includes producing, receiving, and processing information. So, speaking is very important that someone must have to communicate with other spontaneously.

In teaching English as foreign language, there are some technique that the teacher can use in teaching speaking skills, they are: discussion, interview, brainstorming, guessing game and role play. Based on the technique above, the researcher uses guessing game to teach speaking. According to Klippel (1994), Guessing Game is a game that consist of some groups or individually which aim to mention the characteristics of an object based on the picture or some clues from what their friend say. This research only focus on using Guessing Game on students' speaking skill in to see how the effect of the students' speaking skill. The purpose of teaching speaking is students are able to communicate. Students' speaking problem can be solved by giving a lot of chances to practice either in the classroom or out the classroom.

According to Webster (2013), guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades). And it can give the effect to the students in speaking skill.

Based on the observation at SMA Negeri 1 Lingga Utara, the researcher found that students faced many problems in learning English. The problem faced by students are difficult to speak English, could not pronounce some words correctly, had lack vocabulary, had low motivation to learn English, then they afraid to make mistakes when they pronounce some words and not confident to express and shared their ideas in English.

The teacher usually asks the students to real conversation in the class spontaneously. The student felt very difficult to answer the teacher's question by using English because they still lack of vocabularies. Consequently, we as teacher have to find a good technique when teaching speaking in the class. The teacher should give a lot of opportunities to the students. So, the students can be expressed something based on their opinion and based on what they saw in everyday life.

To make it easier for student in speaking, games are also an appropriate learning to transfer the material in a fun and the easy way. The teacher was more creative in designing the learning process by using game. According to Wright (2006), games facilitate and help the students to carry on the student's attention and achievement. The meaning is Students' positive attitudes towards learning materials and learning process itself can be improved and the learning process could be happened anywhere and anytime.

Based on the condition before, the researcher examines one of the games that can be apply in the classroom that is guessing games. This game is chosen since it gave more opportunities to students to make adapt in speaking during the time allocated. The researcher appropriated that guessing game is combination in the middle of practice and play. They can state their ideas freely because they do activities with their friends. This game as well gives the positive effect on the students' interest and motivation in studying English as well as to their speaking skill.

Based on the previous study, the researcher did not found research with the same title as the researcher's research title. However, the researchers have several studies as references in enriching the study material in the researcher's research.

The first previous study by Putu, Kusuma, Ayu, Dharmayanti, & Nengah (2014), the result of their study, showed that implementation of Guessing Game can improved students speaking skill. It can be proved from the result of questionnaire stated that many students responded positively when they learning speaking by using guessing game. The different is the first previous study used 36 students while the researcher used 20 students as the subjects.

Next, previous study by Zahro & Suharjito (2013), explained that Guessing Game gave an effect on students' vocabulary achievement. The different is the research was conducted by Zahro & Suharjito was used vocabulary as a variable, while the researcher was used Speaking skill as a variable.

Based on the previous study by Amelia Resti & Erni (2015), stated that in improve the students' speaking skill, they were used Guessing Game because it was effective technique. The different is the research was conducted by them was used randomly sampling, while the researcher was used purposive sampling.

Then, the previous study was conducted by Lumettu, Runtuwene, & Towoliu (2019), showed that Guessing Game is more effective in learning communication skills. The different is the research was conducted by Lumettu, Runtuwene, & Towoliu was used qualitative research, while in this research the researcher used quantitative research.

Nuraen & Karyati (2018), showed that by using Guessing game, the teacher already successes in teaching speaking skill. Because the teacher gave the clear explanation, so it makes easier for student to accepted the material. The different is the research was conducted by Nuraen & Karyati was used observation in collect the data, while the researcher was used oral test (Interview) in collect the data.

The aim of this research was to establish the effect of guessing game technique on students in learning speaking skills.

II. Method

This research was quantitative research. Quasi-experimental research was a design that used in this research. According to Sugiyono (2014), quasi-experimental design is a research that intended to know whether there is a result of treatment on the subject or not.

The location of the research was SMA Negeri 1 Lingga Utara and the address of this school was Jalan Kukang Duara. Among four classes of the tenth grade, the researcher chose Tenth grade, social sciences major one and Tenth grade, social sciences major two as a sample. Every class consisted of 20 students.

In collect the data, the researcher used oral test. First, the researcher asked the students to chosen one person that they like. Second, the researcher gave the student in five minutes to described their person. Next, the researcher asked them one by one in front of the class then gave some question to the students. It was given to them when they did pretest and posttest. The researcher did not give the treatment before pre-test, and the researcher gave the treatment before post-test. The measure of Students' speaking skills taught using guessing game before and after was known by using this instrument.

To analyze the result of students' speaking test, the researcher used speaking scoring rubric to measure the result both of test adapted from Hughes (2003) with five elements of speaking such as identification, description, grammar, fluency, and vocabulary. Then, the researcher calculated the mean score of pretest and posttest, and calculated it with t-test formula. The formula by Asrul et al (2014), that used the researcher to calculated the students score.

III. Result and Discussion

The result of this research, can be seen in the following tables:

Table **1** Result of Pretest and Posttest of Experimental Class

	Pre-test	Post-test
Mean	80.7500	90.7500
Median	80.0000	92.5000
Mode	75.00	95.00
Std. D	5.44711	4.94043
Sum	1615.00	1815.00

Before gave the treatment the students got the total pretest score in experimental class was 1615, mean score of pre-test was 80.75, the median was 80.00, the mode was 75, and the standard deviation was 5. Then in post-test, the total score after gave the treatment was 1815 with 90.75 for the mean score, 92.50 for the median score, 95 for the mode score, and standard deviation was 4.

Table **2** Result of Pretest and Posttest of Control Class

	Pre-test	Post-test
Mean	79.7500	86.5000
Median	80.0000	85. 0000
Mode	75. 00	85. 00
Std. D	6.17188	5.15548
Sum	1595.00	1730.00

Before gave the treatment the students got the total score pretest was 1595 and the total of post-test after gave the treatment was 1730, and 79.75 for the mean of pretest and 86.50 for the mean of posttest score, the median score was 80.00 and 85.00 for median of posttest, 75 fort the mode of

pretest and 85 for the mode of posttest and the standard deviation was 6.171 while 5.155 for the standard deviation of post-test.

Normality Test Result

In this research, test of normality was a test conducted that aim to assessed the data distribution in a group of data or variables, whether the data distribution was normally or not. Lillie Fors formula that used to know the normality test in this research. Kolmogorov-Smirnov formula also used the researcher to examine the test of normality in this research.

Table 3 Result of Normality Pretest of Both Class

	Factor	K-S			SW		
		St	df	Sig.	St	df	Sig.
Score	Experimental	.205	20	.028	.849	20	.005
	Control	.184	20	.075	.913	20	.073

Based on the table 3, we can saw that there was 0.075 for significant value of control class and 0.028 for significant value of experimental class. The researcher can be concluded that both classes were normal because had higher than 0.05.

Table 4 Result of Normality Posttest of Both Class

	Factor	K-S			SW		
		St	df	Sig.	St	df	Sig.
Score	Experimental	.305	20	.000	.789	20	.001
	Control	.214	20	.017	.878	20	.017

Base on the table 4, we can saw that there was 0.017 for significant value of control class and 0.000 for significant value of experimental class. The researcher can be concluded that both classes were not normal because had lower than 0.05.

Result of Homogeneity test

Homogeneity test was used to know whether the data got from sample homogenous or not. The test homogeneity of the data was using one-way ANOVA formula computation by SPSS Program 21.

Table 5 Homogeneity Pre-test of Both Class

Levene Statistic	df1	df2	sig.
.094	1	38	.761

Table 6 Homogeneity Post-test of Both Class

Levene Statistic	df1	df2	sig.
.004	1	38	.950

Based on tables above, we can saw that both of class had similar variants or homogenous because both of class had no differences. This is point from the table above, sig. Value in both classes was (P) > α=0.05, 0.761 > 0.05 and also value in both of class was (P) > α=0.05, 0.950 > 0.05.

Result of Hypothesis Test

After known the normality test result and the homogeneity test result, the researcher also should to know the hypothesis test result. The researcher was found that the sig. value was 0.950. it was higher than 0.05. From the explanation before, the researcher concluded that Alternative Hypothesis was accepted while Null Hypothesis was rejected. The Guessing Game was effect taught speaking in descriptive text.

To test the second hypothesis, the researcher compared the means score of both classes. From the table of result of hypothesis exist the mean score was 90.75 (Experimental class). Meanwhile, the mean score was 86.50 (Control class). So, the researcher concluded that Guessing Game had an effect to teaching speaking in descriptive text because experimental class had higher point than control class.

Guessing Game can be implemented in teaching speaking it motivates and excites students' experiences to make their speaking skill more active because this game combined among play and practice way. This statement is supported from Klippel (1994), Guessing Game is a game that consist of some groups or individually which aim to mention the characteristics of an object based on the picture or some clues from what their friend say. Because, the activities of this game is to try guessing the pictures by having competition then who get the correct guess faster will be the winner. This game also encourages students to speak English more and helps them to be confident in expressing their ideas.

Guessing Game is also supported from Harmer (2007), that the students can speak easily in the classroom if the atmosphere of theclass is good. To make this condition of the class, guessing game was chosen as a teaching technique that makes the class condition is better and their speaking also achieved.

This research also supported by Puspitasari & Asari (2018). The result of their research showed that using Guessing Game gave the effect on students' speaking skill, because this game was on of the good technique in teachinng speaking. The student feels confident when they speak english when playing this game, and can increase their vocabularies.

Moreover, another researcher was conducted by Rahmawati (2016). Her research also using guessing game, it encourages the students to participate in learning process and perform good achievement. The result of using guessing game was successful to solve the students' speaking problem and gave the effect to their speaking skill.

In this research, the researcher concluded that Guessing Game had an effect to taught students' speaking skill. The students could follow the class better than the control class. Which is, the teacher guide and monitor the students closely. The second, they also became more active in learning process, and when did the treatment they were enjoy the learning process. The last, Guessing Game help the students to express their experienced. So the students feel enjoy and free to talk their experienced.

Based on the research at SMA Negeri 1 Lingga Utara, the researcher found that the students who had been taught using Guessing Game were more promoted higher level understanding of thinking and students became more confident to spoke and shared their ideas. They could not follow the class better than the control class. They also became more brave and active and when did the treatment they were feel free and enjoy in the class, the students were very excited and curious, which was helpful to develop speaking skill, lower the learners pressure, and reinforce their

confidence. Therefore, the researcher had found the results that Guessing Game had an effect on students' speaking skill at SMA Negeri 1 Lingga Utara.

IV. Conclussion

In this research, the researcher got the result of data analysis from the previous chapter which has explained before. The researcher can conclude as follows: The Guessing Game gave an effect on learning speaking skill in descriptive text than by using the Role Play. It can be proved from the t-test result Sig. value higher than 0.05 for level significance 0.05, so it was had differences speaking achievement between both of class. The students who taught by using the Guessing Game have a higher score than the student who taught by using Role Play. It can be proved from the average speaking achievement. The students were taught by using Guessing Game (90.75) to have a higher score than those taught by using Role Play (86.50). The result of the data analyzed proven than student's scores of Speaking taught by using the Guessing Game is better. It means that the Guessing Game is effect in teaching speaking skill in the descriptive text. From the calculation and discussion, the researcher stated that in this research, Guessing Game had an effect on students' speaking skill. Moreover, it makes the teaching and learning process became delight and pleasant and helps the students more understand, enjoy and happy in learning English especially in speaking activities.

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