DEVELOPING STUDENTS SPEAKING SKILL TROUGH GUESSING GAMES

Kade Sukerni Ida Ayu, Oka Purnami Ida Ayu
Institut Hindu Dharma Negeri, Denpasar, Bali, Indonesia
Email: dayusukreni13@gmail.com, idaayuokapurnami@gmail.com

ABSTRACT

This study aims at describing how the students can improve their speaking skill and that also part of the teachers' job. A teacher is expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom environment. The data of this study were collected through observations, planning, action, and reflection, some of the researchers were conducted in two cycles. The data were obtained by interviewing the English teachers and students. The result of this study showed that the speaking skill can improved through guessing games. These were confirmed by the data on the finding and discussion in the researchers' article

Keywords: Speaking Skill, Teaching, Guessing Games.

INTRODUCTION

There are four basic skills in learning English that should be mastered by the students. They are listening, speaking, reading, and writing. Among those skills, speaking is the most important one due to the large number of students who want to study English in order to be able to use English for communicative purposes. Most of the English students have difficulties to speak English. There are several reasons of having difficulties to speak. First, the students often do not have self confidence in speaking teaching technique because they often feel afraid to making mistake. Second, the students do not motivation to perform their speaking skill in front of class. Third, the teaching technique and teaching materials are not interesting for the students.

In this case, the students must study hard and practice to master the speaking skill and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class, it happens because many factors; First, the students do not have much time to practice English in the classroom because the teacher just explains the topic such as; greeting, introducing and asking direction. It can be seen from the attitude of the students in learning English. The teaching is focused on developing writing and reading skill. Thus, it will make a little chance for the student to practice English orally. Second, they have lack vocabulary. Teacher do not provide new vocabulary and students are lazy to bring or open dictionary. The last, they still feel shy to speak English, they are not confident to speak English and they are afraid of being laughed by their friends if they make mistake.

There are many problems in learning speaking skill (Buzanni, 2008); first is the limited opportunities for the students to speak in class, the second one the lack of variation of teaching techniques used by the teacher in class, the last is the teaching strategy application was monotonous that made the students bored and disinterested in studying English. Considering those problems, one of techniques that teacher can apply in teaching speaking is through game, because game is one of potential activity that can be used as an alternative way to make better condition in the class in order that students do not feel bored and are interested to learn the material given by the teacher. In line with the statement, Chandra (2008) states that games are also believed to give positive effect on students' interest and motivation in studying English as well as to increase their speaking ability. So, the researcher is going to use an alternative technique in teaching speaking by using guessing game technique, in which students are expected to be involved actively in speaking class.

Games may also be used to make the English lesson interesting. According to Agoestiwaty (2007: 13) says that using of games in learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively the brain is a muscle just like any other. In addition, Puspitasari (2018) games change the pace of a lesson and help to keep students' motivation. A coalitional (or cooperative) game is high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members.

Guessing game is one kind of game in which the participants compete individually or in teams to identify something that indicate obscurely (Wright, 2005:169). According to Klippel (1994) stated that everybody knows guessing games, it is not only children that like guessing games; adult like guessing too, as shown by many popular TV programmer. He adds guessing are true communicative situation and such are very important to practice foreign language with fun and excitement. The basic rule of guessing games is very simple; one person knows something that another one wants to find out. Based on the definition above, it can be said that through guessing game, students are provided by a set of well-arranged activities as follows: participates compete individually or team in identification of something object's picture is shown by the chairperson. In addition, the chairperson tells a clue to team that the object is household tools, clothes, vehicle or other stuff. On finding the answer of what object is team should ask yes or no question to the chairperson, for instance "is it water transportation? Therefore, the chairperson is allowed only say 'yes' or 'no'. The team will get point if they can guess the answer by having not more than twenty questions.

Based on the statement above, the writer tries one of the games that can be implemented in the classroom that is guessing games. This game is chosen since it provides more opportunities to students to make turns in speaking during the time allocated. The writer assumes that guessing game is combination between practice and fun. They can express their ideas freely because they do activities with their friends. This game also gives the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability.

The researcher assumes that applying guessing game technique is effective toward the students' speaking skill because it gives students more chance to practice and gives more opportunities to the students to make turn in speaking during the times allocated. The researcher thought that games are combination between language and fun. The students can practice and express their idea freely because they do activities with their friends. The researcher wants to know whether the use of game is effective or not in teaching speaking.

METHOD

The research design used in this research was mostly classroom action research and research and development, it can be seen from the instrument that's used were observations, planning, action, and reflection, some of the researchers were conducted in two cycles. The data were obtained by interviewing the English teachers and students and for research and development to get the source of the data, the researcher did a document analysis, to analyze the syllabus and lesson plan, administrating questionnaire to the students, interview the English teacher.

DISCUSSION

Speaking is the process of communication or interaction with other people in order to communicate each other. Through communication, people can access the information and have a good relation in daily life (Puspitasari;2018). Speaking is an oral language between two or more people directly that has purposes to express the ideas, thoughts, responses and some opinions. Based on The Oxford Advanced Learners' Dictionary (2007: 1467) speaking is defined as to talk or conversation to somebody about something.

Yunera (2004:5) described that speaking is an active productive skill, speaking need more practice whenever and wherever. Furthermore, Chaney in Susanti (2007:6) wrote that speaking is the process of building and sharing meaning by using verbal and non-verbal symbols, in varied situation. Based on explanation above, it can be concluded that speaking is oral communication that is needed by human being to fulfill their ideas, thoughts, responses and some opinions. Next, through speaking someone is able to show their feeling and make relationship with another people to do the social activities.

Besides that, speaking is a dialogue of message between the speaker and listener, and it is also useful for someone in many presentations in speaking such as formal presentation a company, at a conference, etc.

Teaching speaking should improve student's communication skill, because through speaking students express themselves in the form of communication. In teaching speaking, the teacher plays important role. He or she is a facilitator helping the students to speak English fluently and focus of teaching speaking is to improve the oral production of students in real life situation. In teaching speaking, there are four components that are generally recognized. First is pronunciation that covers the segmental features, vowel, consonant, stress, and intonation pattern. Second is structure that covers the mastery of linguistic rules. Third is vocabulary that covers the use of words. Fourth is fluency that covers ease and speed of the flow speech. (Yunera, 2004:4).

The use of certain technique in teaching speaking is very essential as one of factor determining of success of the whole process of teaching and learning. Through a certain technique students cab have more meaningful and enjoyable learning. (Angela. 2009:10). So that, it can encourage the students to be more creative and expressive in using language or producing any work in the target language. There are some crucial points in teaching speaking that need to be considered by the EFL teachers. It is necessary for teachers to carefully examine the factors, conditions, and components that underlie speaking effectiveness. Teachers should give opportunities to students to use and practice the language learned by applying certain activities. Besides, teachers should provide warm teaching atmosphere, use appropriate techniques and interesting authentic materials.

Moreover, English teacher should create a classroom environment where students have real life communication, authentic materials, and meaningful tasks that promote oral language. To understand the quality of teaching speaking, Ur (1996:56) tries to list the criteria of successful teaching speaking namely are Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk, Participation is an event. The classroom discussion is not only dominated by the minority of talk active participants but all of the students get a chance to speak. The contributions are fairly evenly distributed, Learner's motivation is high. The learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective and Language are of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language.

Thirumalai, (2002:101) explain guessing games can be used in teaching speaking. Though the process of guessing, students are

encouraged to pattern of usage and to create the correct words and sentences. Students will guess words and sentences that have not yet been taught to them. Through guessing, students work out the rules of deriving new word for themselves. Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, the most important function is to give much practice in communication. According to Klippel (1994:32), Everybody knows guessing games, it is not only children that like guessing games; adult like guessing too, as shown by many popular TV programmer. He adds Guessing are true communicative situation and such are very important to practice foreign language with fun and excitement. From the expert's statement above, it can be said that most interested guessing games are interested by students all of ages from children to adult and it encourages.

Guessing game is a kind of game to play, that include interactions among of group of people (Anggrey;2014). Playing guessing when game is a vital and natural part of growing up and learning. Students experiment, discover and interact with their environment. Guessing games add variety to the range of learning situations. Another important reason is the fact of being relaxed after that class, sometimes classes are hard for them and if you use games at the end, it can be also a way of motivating them, because if they know it, maybe during the class

they are going to do their most for learning, just because they know that at the end of the class they are going to play games, and at the same time games are also one of the best techniques for stimulate and motivating them. Guessing games can be used to change the pace of a lesson and so maintain motivation. Guessing games in teaching speaking is to deliver the material and help students to produce sentence to get the students to speak. Guessing games can give "hidden" practice of specific language points without students being aware of this. Guessing games encourage student participation and can remove the inhibitions of those who feel intimidated by formal classroom situations. Guessing games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating in. Games can increase student's communication.

Sari (2011:20) states teacher has to do a preparation before he/she comes to the class in order to have the teaching and learning process run well. The main thing she/he has to do is making lesson plan. Because from the lesson plan he/she will know what steps or procedures he/she takes in the classroom. This aimed to achieve the aim of teaching and learning. Meanwhile, in choosing a lesson, the teacher should prepare a material of interest to students; for instance: pictures. In selecting pictures, teachers should pay concentration to size, theme, and color of the picture; for example: the size, the teacher

should provide a clear picture which can be seen by all students. Next, theme should be interested for the student and make them are not bored such as favorite food, favorite animal, hobby, etc with a bright color selection and full color because the children like something with full color that is procedure of Teaching Speaking through Guessing Game.

There was some relevant research on applying guessing game to improve speaking skill such as; first, this study tried to investigate the effects of interactive guessing game technique towards the eighth-grade students of MTs. Bustanul Ulum Tanggung prigel on fluency speaking skill. One group pre-test and post-test design was used and the result showed that the students in interactive guessing game technique had positively (p<0.05). In the other words, using interactive guessing game technique proved to be better, more efficient and effective for teaching speaking to the eight grades of MTs Bustanul Ulum Tanggung prigel. Besides, using interactive guessing game technique can improved the students' speaking skill especially for fluency aspect. So, for improving students' speaking skill score especially in fluency aspect it is recommended to use interactive guessing game because this game gives students more change to practice and gives more opportunities to make turn is speaking when the students try to guess something (Puspitasari;2018). \

Second, this research focused on applying the guessing game technique in improving students speaking skill. It was done through two cyclical processes. The processes involved fully by the teacher and students. Based on the result of this research it can be concluded as that: (1) Guessing game technique better improves the students' speaking skill at the grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan; and (2) The factors that influence the changes of students' speaking skill are students' motivation, students' confidence and group discussion. The students said that they had high motivation to practice English because of guessing game technique. It was proved by the data gotten of student's responses in the interview.

Third, from the findings and discussions, it can be concluded that there were four guessing games have been developed with four different themes which were aimed to be used as a media for teaching vocabulary to the first semester of 5th grade students. Those guessing game were designed based on the criteria of English syllabus of school-based curriculum for the first semester of 5th grade students and also based on criteria of educational app by Lee & Cherner (2015). The final of the guessing game was presented into CD and a manual guide book for teacher. Furthermore, the overall quality of the developed guessing game from the judgment of experts was categorized as excellent (Suardiyasa;2017).

Fourth, based on the data analysis, the mean of students' posttest in experimental group was 72.125 and the mean of students'

posttest in control group was 65.450. Furthermore, the result of independent sample t-test showed that t-obtained was 5.046 which was higher than t-table 1.9908. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis accepted. It can be concluded that there was significant difference between the students who were taught by using guessing games as a technique of teaching and those who were not. It is clear that teaching vocabulary by using guessing game is effective to the fifth-grade students of Elementary School 117 Palembang (Yuliani;2017).

Fifth, From the conclusion, the researcher has several suggestions that might be useful for the English teacher and the students. Firstly, the teacher should think about the technique and materials which are appropriate with the students' need in teaching learning. Secondly, the teacher should present the language in an enjoyable and relaxed atmosphere. It can be done by using pictures games or another challenging way in order to avoid the students' boredom. The last, the students should learn seriously and manage their time to learn at home in order to achieve the maximal achievement in increasing vocabulary mastery (Rizki, dkk;2013).

Then the application of guessing games for teaching speaking, conclusions can be drawn as follows; interesting techniques can improve student achievement in learning English since elementary school. This

can be seen through observing teaching and learning activities in the classroom, the results of interviews and viewed from the post test results or the value of student learning that increases. With the application of guessing games to teaching speaking, the interest and motivation of students to speak increased, they were also active in the class, in the sense that they were actively positively involved in teaching and learning activities (Pratiwi, dkk;2015).

CONCLUSION AND SUGGESTION

Speaking is one important skill that covers the whole skills because speaking is a productive and active skill, even though in fact students cannot master it. It happens because they are afraid of making mistake while uttering the words or expressing their idea and opinion. That is why the students cannot communicate each other in their daily life. To overcome those problems, the teachers should be able to motivate their students to speak by choosing an interesting technique of teaching speaking. One of the techniques that writer suggests is guessing game. There are many advantages that can be got by using game. First, all of the students participate actively during the activities because the students have the same chance to speak. Second, this game can improve their speaking ability because it requires the students' innovative. Third, they will be motivated to speak because by this game the teacher can create comfortable atmosphere where

students feel relax and are not under pressure to speak. They can enjoy the process and are eager to speak.

The writer suggests to the English teacher should use this game to make the students understand in speaking and the students also can learn the lesson easily. Teacher should pay more attention to develop speaking skill. We realize that speaking is sometime more difficult that other skills. In the fact most of students find difficulties to express their idea in speaking communication. This technique could involve students in the activities in order that they will be good in fluency to speak. It is suggested for the teachers to use these guessing games as a teaching media because the quality of the developed guessing game from the judgment of experts was categorized as excellent. Since the product of this study was prototype guessing game, it might need further improvement. Due to the time availability for data collecting of this study was very short, the researcher did the tried-out in the real teaching-learning process only twice and the quality of the developed guessing games have been tested through the judgment of experts. In order to make the developed guessing game to be optimal, it is suggested for other researchers to continue this study by implementing the developed guessing game in the real teaching-learning process for the whole semester.

REFERENCES

Agoeswaty, R. 2007. 102 *English Games (From A TO Z).* Jakarta: PT Gramedia Pustaka Utama.

Anggreyni, Devi. *Improving Students' Speaking Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni Volume XV No. 1 Maret 2014 (hlm.1-15)*

Brewster, J., Ellis, G., and Girard, D. 2002. *The Primary English Teacher.* New York: Cambridge University Pres.

Kayi, H. 2007. *Teaching Speaking: Activities to Promote Speaking in a Second Language. Internet TESL Journal, Vol 12.*

Karlson, A. P. 2012. *Story telling as a Teaching Strategy in Teaching English Language Classroom in Iceland.* Iceland: University of Iceland.

Klippel, F. 1994. *Keep Talking.* USA: Cambridge University Press.

Patricia, R. 1998. *Making it Happened: Interaction in The Second Language Classroom (New York and London: Longman. Retrieved from http://www.web.net/robrien/Paper/ arfinal.3.html/ 25/11/2008 on 5 Februari 2014*

Puspitasari, Zully. 2018. The *Effect of Using Interactive Guessing Game*

Veronica. 2015.Aplikasi 'Guessing Games' Untuk Meningkatkan Prestasi Siswa Dalam Speaking Bagi Siswa Sd Kelas 2. The 2nd University Research Coloquium 2015

Rizki, Nur, dkk. 2013. *Increasing Vocabulary Mastery of The Seventh Grade Students Through Guessing Pictures Game.e-Journal of English*

Language Teaching Society (ELTS) Vol. 1 No. 2

Oxford. 2007. *Oxford: Advanced Learner's Dictionary*. New York: Oxford University Press.

Suardiyasa, Komang Gede. 2017. *Developing Guessing Game for Teaching Vocabulary to the Fifth Grade Students of SD Negeri 5 Kubutambahan.Volume 1(1) February 2017 undiksha press. pp. 64-70*

Susanti, A. 2007. *Using Role Play in Teaching Speaking. Published paper. UIN Syarif Hidaya tullah.*

Thirumalai, MS. 2002. *An Introduction to TESOL: Teaching English to Speaker Other Languages. Retrieved from http:// www. languageindia. com/ index.html*

Ur, P. 1996. *A Course in Language Teaching.* Cambridge: Cambridge University Press.

Yunera, S. (2004) *Teaching Speaking Through Debate. Unpublished Paper S1 Padang: Bung HattaUniversty.*

Yuliani, Sri.2017. *Teaching English Vocabularyby Using Guessing Game Tothe Fifth Grade Students 117 Palembang.The 2nd TEYLIN International Conference Proceedings*