

**Increasing Students' Speaking Ability Through Guessing Game
Techniques
For the Eighth Graders of MTs NW 02 Rensing
East Lombok in The School Year 2021/2022**

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Abstrak

This study focused on three cases such as (a) Increasing students' speaking ability in expressing their needs willingness or to communicate directly with their friends in school. (b) To enable students communicate in English correctly. (c) to know how the process of the technique and the result of students' speaking ability after taught by using guessing game technique. The study problems were: 1) How does the process of guessing game technique increasing students; speaking ability? 2) To what extent the guessing game technique increase the students' speaking ability? 3) How does teacher implements the guessing game technique in teaching speaking in order to increase students' speaking ability?. This study was classroom action research. The subjects of the study were students at Eight grades of MTs NW 02 Rensing. the numbers of students are 42. The technique of collecting data used observation, non observation and documentation. The technique of data analysis used individually and classically. The result of study regarded to the minimum completeness criteria (KKM) which decided by government on 2013 curriculum. The KKM is divided into three level such as A) Complexity: High=1, Medium=2, Low=3. B) Carrying capacity: High=3, Medium=2, Low=1. C) Intake: High=3, Medium=2, Low=1. The result at the first cycle showed there were only 28 students who met the criteria of completeness with HIGH category. In the second cycle there was an improvement of students who passed namely 37 students with percentage of 80.76 with 3.38 % of improvement. Thus, it could be concluded by implementing the guessing game technique in teaching English could increase students' speaking ability.

Key words: *Speaking ability, Guessing game technique*

Introduction

Language is a means of verbal communication which makes someone interested in deepening and investigating it. As an international language it has been researched by many peoples for a long time. It plays most important role in plenty of activities such as in bearing conferences. Most countries use English as a second language and as a foreign language. Other essential benefit of English is a medium of transmitting science and technology since literally those transfer from western scientist. Many books and original references are also written in English.

English as a foreign language which being used only for particular moments such as international meeting, students exchange, English test, work of collaborations and in tourism places. It is not a must for everyone to study it. Most of people speak with mother language Bahasa as national language. English is a compulsory subject which must be learned by students in order to get more knowledge of English. The students of university or college in majoring English are encouraged to expend their English ability to he whole aspects. Hymens (in Richard 1986: p. 69 states the goal of language teaching is to develop communicative competence, therefore speaking ability of the students is one of the focus or objectives of the language learners.

Being successful students in language learning were not as it is expected. This fact was faced by a lot of students in Lombok especially the students live in south Lombok, even so they have been studying English for more than six years in secondary school and high school but they are still unable to use the language in communication, so it made them very hard to express their ideas, desires and their willing and so forth. Speaking becomes a primary skill that need by students to communicate with others. This skill could elevate their life and knowledge furthermore for those who live around the tourism place which use English as target language. English subject still becomes a terrible matter to study by students. The teacher have much of challenges to teach English in classroom like being difficult to apply an appropriate method to teach and always need to enhance their students' motivation. It always need to present better way to teach which suitable with level of students. Almost students in the class have never an interactive learning because there is a gap between teacher and students when dealing with particular activity.

Based on the fact that happened, I concluded there were three mains problems such as 1. Students got difficulties in expressing their ideas because they were lack of vocabulary mastery and others lack of fluency. For example when they tried to answer the questions orally it is needs more time to finish their answer. 2. Students faced difficulty in pronunciation and grammar. For example when they produced some words in English without correct pronunciation and they make error to in grammar for example they said 'there are pen on the table' the fact there was one pen it supposed to

be” there is a pen on the table”. 3. Teacher’s problem in understanding subject and learning method used.

Game is one of the techniques that could be applied in teaching speaking because it is one of potential activity to make students happy and enjoy in learning speaking. It is also useful to encourage students to speak with their friends orally. According to Silver 1983 that guessing games provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention.

In this study I focused on the guessing games. The reason for using it because the teacher gave more opportunities to students to make turns in speaking during the times allocated. I assumed that guessing game were combination between language and fun. They could express their ideas freely with others. Game also easy to admire and flexible to use in terms of subject matter and design.

This study focused on speaking skill, which it the capability to articulate the sound expressing and delivering thought, opinion and wish orally. Speaking is one of the most important skills that we used every day and every time. The problem of this study were formulated in the following questions: 1. How does the process of guessing games technique in increasing students’ speaking ability for the eighth graders of MTs NW 02 Rensing through guessing games technique?. 2. To what extent the guessing games technique increase the students’ speaking ability for the eighth graders of MTs NW 02 Rensing?. 3. How does the teacher implement guessing games technique in teaching learning process to increase students’ speaking ability? The purpose of study are primarily intends to 1. Increase students’ speaking ability in expressing their needs willingness or to communicate directly with their friends in the classroom. 2. To enable students communicate in English well among students themselves. 3. To know how the process and the result of the students’ speaking ability after taught by using guessing games technique. Significance of study to contribute useful information for the future study in teaching speaking and as consideration for us that by using games technique can be used as alternative way to increase students’ speaking ability as well as to promote students’ conversation in the classroom.

Review of Literature

Speaking Skill

Speaking is a skill that needs to be comprehended by people chronologically in their life. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to involve. Speaking is used for many purposes and each purpose involves different styles. Our purposes may be to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends. According to Richard and Willy (2002, p. 201) stated when we engaged in discussion with someone the purposes may be to seek or express opinion to persuade someone about something or to clarify information. In some situation we use speaking to give instruction or to get things done. We use speaking to describe things, to complain about people's behavior, to make polite requests or to entertain people with jokes and anecdotes.

Importance of Speaking Ability

Capability of human to speak well is an important role in delivering messages, wishes and thoughts in order that addressees can comprehend what the addresser talks about. Haryato (in Junaidi 1994, p.26) said when human delivers a message and it is accepted by the communicant. Communication has occurred between communication and communicant. Furthermore Nurhadi (in Azharuddin 1987, p.26) said speaking is a work that constitutes a complex problem and so important. If the communicant does not understand what message conveyed is about, it will occur misunderstanding. The above opinion indicates that speaking ability is very important to everyone because of multifunction. Speaking skill needs more courses and practice.

Aspects of Speaking Ability

Referring to the aspect of speaking, Tarigan (1985, p.42) states that speaking activity may be viewed from appropriate utterances, choice of appropriateness of words of speaking target. While Nurhadi (198, p.23) said the aspect of speaking consists of utterance, grammar, vocabulary, fluency, content and meaning as well as comprehension. Canale and Swain (in Richard 1998, p. 206) stated communicative activity includes of

grammatical competence, discourse competence, sociolinguistic competence and the strategic competence which reflect use of linguistic system and functional aspect of communication. Based on the opinions I can be said the aspects of speaking ability is determined by utterance, vocabulary, grammar, fluency, comprehension and appropriate of words choice, familiarity and placement of stress. However not all of them will be described below but I will be focused on the aspects of utterances or pronunciation, vocabulary, grammar and comprehension.

Technique for Teaching Speaking

Technique has important role in helping teaching and learning process in classroom. Technique is necessarily needed in teaching and learning language classroom. In addition the technique is very important in achieving learning outcome. It can attract students' motivation; mentality and it create a creative imagination in teaching and learning process.

However a teacher can use some techniques in increasing students' speaking ability, one of them is guessing games technique. Basically it has many versions based on students' need and related to the teaching speaking. It easy to make and they can help the teacher to guide the students' interest in English. According to Sadtono (1983) class activities which can be done for speaking skill are 1. Students practice fixed phrases (formula). 2. Students practice such a make a dialogue. 3. Students play game. 4. Students perform a skit. 5. Students conduct a role play. 6. Students report the result of task of constructing a story. 7. Students use pictures, comic strips, news, or video for discussion. 8. Students solve a problem prepared by a teacher. 9. Students conduct a class discussion, seminar or debate on a certain topic. 10. Students deliver a speech in an imaginary event. 11. Students perform a drama. 12. Students discuss a plan.

Guessing Game Technique

In speaking activity students need to play a game where the game has included as a technique for the class activity. According to Granger (1980) in his book 'play game with English' explain about advantages and prospered using games in teaching English especially for speaking class. Students will use their English more naturally; less self-

consciously their concentration will be on solving problems posed by the games instead of language they use to solve the problem.

Definition of Guessing Games technique

According to Webster (1986) Guessing game is game in which the participant competence individually or team in the identification of something indicate obscurely (as in riddles or charades). In addition Klippel (1994) stated the basic rule of guessing game is eminently simple, one person knows something that another one wants to find out. In another Wright and Buck (1990) stated essentially in guessing and speculating games, someone knows something and the others must find out what it is.

Based on definition, it can be concluded that guessing game is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. There are many concepts of guessing game which can be applied in teaching speaking.

Concept of Guessing Game technique

There are many factors to consider while discussing technique. Teachers should be very careful about choosing technique if they want to make them profitable for the learning process. If technique to bring desire result, they must correspond to either the students' level, age, or the material that is to be introduced or practiced. Not all techniques are appropriate for all students irrespective of their age (Byrne, 1992, p. 8). Different age groups require various topics, materials, and modes of technique for example children benefit most from technique which require moving around, imitating a model, competing between groups and the like (Bryne, 1992, p. 8). Furthermore guessing game technique that practices on reinforces certain a vocabulary aspect of language have relate to students' abilities and prior knowledge. In this case, teacher can apply various techniques in classroom to the students depend on situation. Focus of study to be learned and level of them.

Procedure in Using Guessing Game for Speaking Class

Making of guessing game technique in teaching speaking is not difficult even students can make their own. A principle that must be maintained in the construction of guessing

game is the presence of three components that became eminent in this game (speaking, grammar and pronunciation) it means three components must exist. If one of component is missing so the quality of this game is not complete. The process of making guessing game technique can be described. According to Granger (1980) in teaching speaking through guessing games technique that can be played by the teachers at various levels: A. Guess the name? it is?. B. Guess hidden picture? Is he / she. C. Guess jobs quiz? Do/Does/What is?. D. Guess the name of animal? Is it/Does it?. E. Guess who am I? Do I / Am I?

Advantages of Using Guessing Game technique

There are some advantages of guessing game technique according to Colin Granger (1980): A. Using guessing games make students more pleasure from regular activities in class. It creates a relaxed atmosphere in classroom. B. Using guessing games can encourage the students to communicate in English because the games are combinations between language practice with fun and excitement. C. Guessing games can practice the students' ability in forming much kind of dialogues. D. Students will participate in lively active lesson where they do most of talking. E. Interaction between teacher and students will be easier in learning process.

While the weaknesses are: A. In applying guessing games the teacher needs the students who are skillful formulating question from dialogue. B. In applying guessing games the teacher need the students more carefully to make communication. C. In applying guessing games the teacher needs the students more controlling how to make right pronunciation.

Research Design

This study categorized as a classroom action research (CAR). It could view as a research activity conducted as a problem solving strategy by leveraging real action and then reflect on the results of action. According to Mulyasa (2010) concerning about classroom action research on commonly called (CAR) was an effort that was shown to improve the situation or look the solution of the problem in order to get the truth and practical benefits by engaging in collaborative and participants action. While Carr and Kemmis in (Mulyasa, 2010) stated classroom action research is a form of self-reflective

inquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices and situation in which these practices are carried out.

Technique of Collecting Data

In this study I used two technique namely observation and non-observation. The activity in observation was the process of recording and collecting data, hence the collaborator was asked to observe the activities in classroom. The collaborator did the observation during teaching activities through guessing game technique. The observation used to collect data for both the teacher and students' activities during the teaching and learning process. While in non-observation the activity was to know students' ability, thus I conducted speaking writing, reading and listening test. Students required speaking, writing, reading and listening to what the test wanted.

Instrument

The accuracy result of the study was mostly depended on how accurate the use of instrument is. In this study I used speaking test as an instrument. In this case, students were given some pictures or other objects in order to be guessed by them. The object may be include of speak directly which used a person or students as model.

Technique of Data Analysis

The data analysis used individually and classically. Individually criteria used for each individual based on standard which has been decided by Ministry of Education on 2013 curriculum. The students could pass the when they reached the minimum value which decided. In classically students declared pass grade when a target value was reached. They complete in the classical style when meeting the target.

Result and Discussion

1. Cycle one

In this stage we used material of 'hidden pictures as' as one of guessing games teaching materials. We set up learning process by preparing supporting instructional materials into lesson plan. Lesson plans comprised specified activities into three

stages namely pre-teaching activity, whilst-teaching activity and post-teaching activity. In implementing the instructional activities we began each meeting by building good relationship or interaction with students. In pre-activity teacher applied concept of teaching speaking in which elicited information about students' daily activities at school and home before teacher started to give them main materials. After students seemed to be enthusiastic, teacher lured them by applying guessing game to bridge students; prior knowledge of the material covered.

The teacher got students involved in learning by preparing them the hidden pictures or drawing something on whiteboard. Nobody allowed seeing it. The teacher asked them to guess what the picture was about by guessing orally in English. 1. Students' question: Is he reading? Teacher' answer: No, he is not. 2. Student question: Is he eating something? Teacher' answer: No, he is not. 3. Students question: Is he making something? Teacher' answer: Yes, he is now you right very good. The teacher continued into another pictures and asked them to guess those again. Generally, some students used Bahasa toward distinctive words and phrases they were not familiar with the equivalents in English.

Once the teacher introduced the topic discussion by eliciting information about peoples' daily activity with providing exposure to words associated with instructional in pre-activity, then the teacher grouped them into several groups. Each groups comprised of five and six people that was provided ten minutes to prepared their speaking group of questions supported by pictures that given by other groups. Players in each group take it in turn to ask and answered the questions. Score formulated with 1 point to correct question and 2 point to correct answers.

The next activity students re-produced about thing which they had done in previous activities. Teacher corrected students' mistakes and errors such as improper grammar, pronunciation, expression and fluently as well as provided reinforcement to teach speaking by teacher directly. As other students presented the games but some asked several questions to the teacher what they were going to do. They seemed to be motivated and had eagerness to join class by participating themselves to interact bot students and teacher. In this cycle most of students did not get along to the class but not all. This occurred because they were not familiar with teaching model.

At the second meeting, teacher measured students' speaking ability by distributing orally in form of questioning with 90 minutes length. From this test I found there were 28 students achieved target mastery of 70.47% with the percentage of completeness. In other word, there were 14 students were failed who got below 70 in accordance with minimum standard specified. Form this results students' speaking ability in which the material taken from teachers' book could reach classically complete.

As evaluation and reflection for the first cycle we analyze the results of observation. Based on the analysis the observation result sheet showed that after taught by guessing games technique on students' speaking considered still unsuccessful. In teaching English for speaking ability classically pass strengthened by observation sheet which found students' enthusiasm to participate in the classroom process.

2. Cycle two

In this cycle we presented material about 'animal quiz' as the main instructional to be involved. It was different with first cycle, students asked to be the model to lead the game. They got their involved in learning by preparing; the pictures of animal' with did not let anyone saw that. They divided into two groups. Group A asked to the group B such as: 1. Group A: It is big animal? Group B: No, it is not. 2. Group A: Does it life? Group B: Yes, it does. Group A: Has it got for legs? Group B: Yes, it has. 3. Group A: Can climb tree? Group B: Yes, it can. 4. Group A: That is a monkey! Group B: Yes, you right well done. This cycle used by students as player in front of class. I found the successful rate students showed significant result in which 37 students with 76.19%. Responding to this students got incomplete mark was 5 students.

The progressiveness of students' learning was also seen in this cycle grow more than before with 3.36%. Students responded to the material in highly confident even still view of them used Bahasa. They had difficulty to seek the translation from Bahasa into English. They responded more expressive and asked for the information related to topic taken up with, asking for teacher's help corresponding with the proper equivalence both Bahasa and English. In this stage students were more

aggressive to deliver questions to the teacher. They freely seemed to express their ideas and give significant feedback.

As evaluation and reflection in order to determine students passing grade we analyzed the learning process record on observation sheet. As explained in the previous paragraph that in this phase students involved more comparing than before. It was looked from participation of students; response. In addition, analyzing test result used as primary consideration in determining whether the research is success or not. After analyzing the data showed that denoted students involved actively on the material that had been designed. In this phase students also able to answer their teacher question in well though there were a number of students still had questions to convey.

There were 5 students who did not meet the completeness of criteria for scoring below 70. Meanwhile students who achieved a complete mark was 37 with 76.19 % of completeness. From this results proved that by implementing guessing game technique to teach speaking could increase students' speaking ability.

Discussion

This section discusses the result of the study that had been conducted with focus on the use of guessing game technique. This discussion based on how concept of guessing game could improve students' speaking ability in which the instructional material substantially adopted from teachers' book on play games with English. The reason for taking this concept because I had observed teaching and learning in several schools corresponding on the same topic namely speaking. Being something interesting for me to take this title in which I tried many times to synchronize of what the most challenging activities suit to the students especially in teaching speaking. Form the relevant books that I took from different sources strengthen the eagerness to take this motion to be main priority as the instructional material to be taught.

Conclusion

Referring from data finding of each learning cycle activities elaborated in previous chapters, I come up to point to be drawn that teaching English for speaking skill for the eighth graders by applying guessing games technique could improve students; speaking ability. The increasing percentage of students achieving passing grade gained 70.47 in the first cycle and increased into 80.76 in the second cycle.

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