

Guessing Game: an Implementation in Speaking Class of High School Students

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ABSTRACT

One of fun game to teach English is through guessing game. It can develop concept, add diversion to regular activities or just to break the ice. It will make students become more excited in studying English in the classroom, especially speaking skill. The purpose of this reasearch is to find out whether the use of guessing game is able to improve speaking ability of the tenth year students in MA Al-Munawwarah Parepare. This research applied a Classroom Action Research with two cycles. The result of the mean score in cycle 1 and cycle 2 showed that students' speaking ability improved significantly. It is shown from the mean score in cycle 1 (58,47) increase in cycle 2 (77,5). Besides, the result of observation showed students' participation increase in the classroom. It can be concluded that the use of guessing game is able to improve students' speaking ability and students' activeness in the learning process.

Keywords: guessing game, speaking ability, students' activeness

Introduction

Language is a communication tool that enables humans to interact with each other and through language, humans will be able to explore and spread knowledge Therefore, language is something that can not be separated from human life. One of language which connect people in the world is English. As the most used international language, English is used on many aspects of human life such as technological, economic, social, and political (Ali, S. M., & Hasanah, N.:2020). For mastering the language especially English, there are four skills that we must understand. The skills are speaking, listening, reading and writing. These skills support each other and cannot be isolated and separated. In this case, researchers focus on speaking ability because it is a basic skill we have to know but people are often wrong in its practice. Speaking is so much a part of daily life that we take it for granted (Thornbury, 2005, hal. 23). The average person produces tens of thousands of words a day, although some people - like politicians - may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability - until, that is, we have to learn how to do it all over again in a foreign language. Speaking is also taught in formal education, especially in high schools of indonesia. However, the ability of students in speaking is still far from expectation.

What is meant by teaching speaking is to teach ESL learners to Produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences

according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003). Teachers have to make whole classroom interact using English as the target language (Amir, 2020, hal. 176).

The goal of teaching speaking skills is to communicate efficiently (Goh, 2012). To achieve this goal, learning process should be supported by proper techniques which are suitable with students' need (Rustam, 2018, hal. 128). Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, teachers can use a balanced activities approach that combines language input, structured output, and communicative output. It can be conducted in a fun way.

Studies on fun way in teaching mostly related to teaching by using game technique. Game is a type of play activity, conducted in the context of a pretended reality, in which the participant(s) try to achieve at least one arbitrary, nontrivial goal by acting in accordance with rules (Adams, 2010). Moreover, a game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome (Tekinbas, 2003). In other words, game is something to play with a certain common rules which used for having fun and can also be used for educational purpose.

There are numbers of games can be used for educational purposes, such as card games, board games, simulation games, as well as party games (Gaudart, 2009). Another study classified games based on students' age from children, teenagers to youngsters adults, students' level from elementary, intermediate to advanced, place from outdoor to indoor, number of students from individual to group, and skills from reading, listening, writing and speaking skills (Lacasa, 2007, September). Games has many advantages. It can give a variety of tools to facilities the teaching learning process, it is flexible, it can motivate students, it can make students produce language a lot, it can give students confidence, also, it can serve testing mechanism (Carrier, 1980).

From the initial observation of researcher, students in senior high schools seem have no courage to express their thoughts in English. Whereas, if there is anyone try to speak English, they are difficult to expressing them with correct expression. Finally, they are always afraid to speak in English. Also, it was found that the students felt bored with same teaching method in English lesson, they were only taught through discourse method which students are less active during the learning process. And what researcher found in MA Al-Munawwarah Parepare Parepare at tenth year students from their scores, it is proven that their speaking skill are still low with score 55.5 by assessment standard of National Educational Department, while the minimum criteria achievement of Dikti is 66 levels.

One way to improve students' knowledge is through an effective teaching method. The method of teaching in English has very important role for student to success receive the lessons which given by teacher. Teaching method is generally effective depending on how comfortable we are with our teaching method that is being applied. Methods and teaching resources can be varied, and one is generally a good teaching method to be applied is learning with a fun way through teach English by game. Such a method 'with fun' will surely lower students' psychological barriers against learning different language and, as a result encourages students to be motivated to learn it (Yoshitake, 2008, hal. 13). In other words fun methods typically can be an effective learning method because it makes students learn without boredom.

One of fun game to teach English is through Guessing Game. It can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the

ice (Simpson, 2011). However, the important function is to give practice in communication. This means the guessing game will make students become more excited and also as relieving a bad mood. Therefore, this game technique is chosen for this research. Finally, researchers formulate a research entitled "Guessing Game: an Implementation in Speaking Class of High Schools Students".

Methodology of Research

This research was held in MA Al-Munawwarah Parepare which was located in Jl. Nurussuwatni, Parepare. It conducted for 4 weeks. The subject of this research was the tenth year students of MA Al-Munawwarah Parepare in academic year 2013/2014. The researcher took class X which consists of 18 students.

There were two instrument of this research. The first is speaking test. It was used to assess the result of students' study. The researcher can identify whether the students can make progress in speaking. The second is observation checklist. It was used to get information about the students' activity in learning and teaching process.

This research was classroom action research which proposed two cycles. Every cycle consist of four steps. They are planning, acting, observing, and reflecting. The procedure will be as follows:

Cycle 1

Planning in which a preparation of lesson plans with planning learning model in Classroom Action Research (CAR), making of students' worksheet according to the learning indicators to be achieved, creating test questions in the form of games that include speaking parts that will be held to determine the student learning outcomes, forming a heterogeneous group based on intelligence, gender, or ethnicity, and explain the students with technical implementation for learning method that would be implemented.

Action in which Running learning process based on the lesson plan that was made. Its integration between lesson material and practice. In this stage, the researcher becomes a facilitator of learning, students are guided to learn English as a cooperative learning through guessing games, next, students practiced speaking through guessing game, finally, teacher checked students' task.

Monitoring/observation in which the researcher observed or monitoring all learning activity namely make a note all activity of the teacher and students during learning process, from opening, implementation, to closing of the activity.

Finally, reflection in which the result of research was collected and then analyzes, discussing the result with the English teacher to know and consider effect of the action, then revising the implementation of action based on the result of evaluation. The result of the reflection would be a revision for the next cycle.

Cycle 2

In the second cycle, all of the activities were same with activities in the first cycle. However, every activity in the second cycle did revision and continued based on reflection in the first cycle. If problems remain unsolved, there would be the next cycle.

Findings

Description of Activities During Learning Process

In the class, the researcher started the activities by greetings, asked the students' condition, checking the students' attendance list and explained about materials. Then, the researcher gave instruments to the students and explained how to do the instrument, the researcher also gave the time to the students to practiced it each other in pair.

Besides, giving treatment with guessing game, the researcher also instruct them to perform monologue according to the guessing game keywords they have done.

In the first week of the reseacr, researchers and students are still adapting each other. In the first meeting, most students didn't understand the rule of this guessing game. When they played guessing game, they looked shame to speak, many of them just mentioned adjective of keyword clues without conveying the right sentence. Theme of that day was "things" its keyword "television" with the clue "electronic", one example of which was done by pairs of subject I and subject L:

Subject I: it is big?

Subject L: yes

Subject I: heavy?

Subject L: yes

Subject I: in the house?

Subject L: yes

Subject I: television?

Subject L: bingo!

Another case when its keyword difficult for them. They ran out of clues to be delivered and finally they only mentioned the answer as much as possible until get correct or run out of time. The worst, they took too long to think of clues to be conveyed, their clues not relate with keywords, and finally keywords were not guessed.

In the third week, the game was already running as it should, although the content was not perfect, their pronunciation still much wrong, but they began show their brave to share their mind. As performed by the subjects C and subject F in the following:

Subject C: he is man?

Subject F: yes

Subject C: he is sing?

Subject F: no

Subject C: he is handsome?

Subject F: yes

Subject C: he is funny?

Subject F: no

Subject C: Caesar?

Subject F: no

Subject C: Afghans?

Subject F: no

Subject C: Morgan?

Subject F: no

(time was up)

Then in the second cycle, students gave good respond with this game moreover they are given by additional support clue into two clues. No longer pause to think too much and run out of ideas at the beginning of the game, he had a nice selection accuracy, and enough increased their pronunciation. Overall, during teaching and learning process, students looked enjoyed when the students learned through guessing game.

The Result of English Learning

Based on the data from the first and second cycle to improve the achievement of speaking ability, the result of students learning English are shown in the following tables.

Table 1
The frequency and percentage of speaking ability achievement on cycle 1

Achievement level	Interval score	Classification	Frequency	Percentage
86%-100%	86-100	Very good	0	0%
71%-85%	71-85	Good	2	11,1%
56% - 70%	56-70	Fair	8	44,4%
41% -55%	41-55	Poor	7	38,9%
0% -40%	0-40	Very poor	1	5,6%
Total			18	100%

The table above shows that none of the students are categorized very good, two out of 18 students (11.1%) are categorized good, eight out of 18 students (44.4%) are categorized fair, seven out of 18 students (38.9%) are categorized poor, and one out of 18 student (5.6%) is categorized very poor, after they learning speaking through guessing game. It is indicated that the students' learning achievement after learning speaking through guessing game is categorized as "Fair".

Table 2
The frequency and percentage of speaking ability achievement on cycle 2

Achievement level	Interval score	Classification	Frequency	Percentage
86%-100%	86-100	Very good	3	16,7%
71%-85%	71-85	Good	9	50%
56% - 70%	56-70	Fair	6	33,3%
41% -55%	41-55	Poor	0	0%
0% -40%	0-40	Very poor	0	0%
Total			18	100%

The table shows that 3 out of 18 students (16.7%) are categorized very good, nine out of 18 students (50%) are categorized good, six out of 18 students (33.3%) are categorized fair, none of student is categorized poor and very poor, after they learning English through guessing game. It is indicated that the students' speaking ability achievement after learning English through guessing game is categorized as "Good".

The Result of Learning Observation

Besides data of learning result, to improve the students' speaking ability the researcher also takes data of learning situation for four times meeting. Improvement of students' learning result cannot be separated by students' activities in class during learning process, so that observer made a note about all students' activities during learning process. This qualitative analysis result will give the description about behavior change and activity of the students in the learning process through teaching action.

Table 3
The result of learning observation

Cycle 1					Cycle 2			
Activities	Meeting			%	Meeting			%
	1	2	3		1	2	3	
Positive activities								
1. The students were present when the learning process	17	16	17	92,5 9	18	18	18	100
2. The students paid attention to the teacher explanation	14	14	16	81,4 8	16	18	18	96,3
3. The students gave question	1	1	1	5,56	1	2	2	9,26
4. The students answered question from the teacher	2	2	3	12,9 6	5	5	5	27,7 8
5. The students did the assignment from teacher	15	15	15	83,3 3	18	18	18	100
Negative Activities								
1. The students did other activities	5	5	4	25,9 3	2	2	1	9,26
2. The students did not focus in learning process	4	4	4	22,2 2	2	0	0	3,7
3. The students were sleepy in teaching and learning process	2	2	1	9,26	1	1	0	3,70
4. The students went out from the class without asking permission	0	0	0	0	0	0	0	0
5. The students always moved from their chair	2	1	1	7,41	0	0	0	0

Discussion

In this discussion, the researcher present result of the findings above. After collecting accurate data and compare them, the researcher found that after implemented guessing game in Cycle 1 for 3 weeks, the students raised their mean score (58.47), but it still categorized poor. Consequently, the researcher continued it in Cycle 2 with some revised from Cycle 1. Then this effort succeed to increase the mean score became 77.5 and 100% from all students was successful passed standard score (65). It means that guessing game is able to improved speaking ability of the students.

This research is in line with some researcher that used guessing game for improving students speaking ability. The researches were successful to improve the students speaking ability through guessing game by using classroom action research design with two cycles, although they did their research in different level class (Buzanni, 2008), (Jubaedah, 2009), (Hutabarat, 2013). It can proven the theory that says that among them are number of guessing games which can be applied at various age level in general, the challenge to guess arouses considerable interest and encourages the learners to communicate (Jubaedah, 2009). It is clear that guessing game is very effectively used to teach speaking students, either for elementary, junior, or senior high school students.

Besides increasing the scores passed by the students, the researcher also found that the guessing game make students interest to learn English, especially speaking.

This is evidenced from the observation data indicate a positive response from students. The number of students who do more positive activities increasingly, such as students attendance, and they answer questions from teachers and friends. It also supported by the decrease of students who do negative activities such as doing activities beside studying in class. Therefore, the researcher inferred that guessing game can affect students' activeness in the classroom.

The students look interested when learning process because they enjoyed the game. It also happen for previous researcher, they found the students participate actively in teaching and learning process, the students look enjoyed when class be hold. Moreover, other researcher experienced in her class, in the ninth time she entered the class, the students' motivation was still high the student had worked cooperatively with their teacher (Jubaedah, 2009). And also it is in line with Carrier's theory about games make students motivated, in such way that students enjoy their learning so much that they might not realize they are doing so (Carrier, 1980). It can be inferred that teaching speaking through guessing games are effective for engaging students motivation and encouraging them to practice.

Conclusion

Based on the analysis of finding and discussion about the action which was conducted in two cycles, the researcher concludes that the students' learning achievement in speaking ability of the tenth year students of MA Al-Munawwarah Parepare could be improved through Guessing Game. It was proved by the mean score of the students' speaking ability which improved significantly from 58.47 Cycle I became 77.5 in Cycle II. Moreover, teaching through guessing game make students enjoy the study and participate actively, it was proved by observation of the researcher have done. It showed from by the increasing of students do positive activities and the decreasing of students do negative activities during teaching learning process.

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