The Use of Guessing Games to Teach Speaking Skill

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Abstract

Speaking skill is a priority in learning English. However, it is perceived as the most complicated skill since it happens in real time situation. Many students were unable to speak English well because they get bored in learning process which leads to inability in mastering the materials taught by teachers, especially in speaking skill that requires students to participate enthusiastically. As the solution, teachers can use Guessing Game (GG) which is able to motivate the learners to speak. This research aimed to investigate the implementation of GG in improving the fluency aspect in speaking skill of Class VIII students at SMP Inshafuddin Banda Aceh. Pre-experimental with one-group pretest-posttest design was applied. The data were collected by conducting pretest and posttest. The population was second grade students of SMP Inshafuddin Banda Aceh and the sample was Class VIII B chosen through random sampling technique. The data were analyzed using t-test formula. The result revealed that \( t_{\text{score}} \) (4.2) is higher than \( t_{\text{table}} \) 2.093 (\( t_{\text{score}} > t_{\text{table}} \)). It means Ho is rejected and Ha is accepted. Thus, GG improves students’ fluency in speaking skill in Class VIII B of SMP Inshafuddin Banda Aceh. Teachers are suggested to apply GG in teaching speaking skill.

Keywords: Guessing Game, speaking skill

1. Introduction

In learning English, students should master four language skills, those are listening, speaking, reading, and writing. Speaking is considered as important skill because by mastering speaking skill, people can converse with others, give ideas and exchange information (Rahman & Deviyanti, 2012). Richards (2008) states that speaking skill mastery in English is a priority for many second-language or foreign-language learners. In this case, the learners will be perceived successful in learning English if they are successful in speaking.

In addition, speaking is defined as the skill produced in an unplanned condition, except speaking that was already scripted before such as for formal speech (Harmer, 2007). Speaking is also perceived as the most complicated skill since it happens in real time situation, so that the learners only have limited time to speak (Crystal, 2005). This condition is led by students’ reluctance to speak or practice English in their daily life. Yusri (2013) also states that most students still
consider that learning English is only an obligation from school. As a result, many students are reluctant to speak in the classroom. They are not confident to speak and do not enjoy their speaking class. The students perceive that speaking is a burden for them. This has avoided students from speaking to express their ideas in English.

Based on the observation conducted by the writer during her teaching internship program in SMP Inshafuddin Banda Aceh, it was found that the students have difficulties in mastering speaking skill. Many students were unable to speak English well. They have problem in fluency. This happened because one of the main features of speaking is that it takes place in real time (Šolcová, 2011). It is undeniable that speaking is unlike writing as speaking is spontaneous, while writing is more well-performed and pre-organized. Thus in learning speaking, learners only have limited time to produce words which leads to the difficulties among the learners (Crystal, 2005).

This condition is worsened by the fact that teachers use conventional learning methods or strategies in uninteresting ways in teaching students such as classical learning method. Consequently, students, especially in junior high school level that still eager to play and have enjoyable learning, get bored in their learning process. This boredom can lead to unenthusiastic and inability in mastering and exploring the materials or skills taught by teachers, especially in speaking skill that necessitates students to be active and participate enthusiastically in learning.

In addressing the problems above, teachers can use some techniques as suggested by the experts to increase the students’ interest and ability in speaking skill especially in fluency aspect. Guessing Game (GG) is one of the techniques that can be used for this purpose. Amato (1998) points out that GG can be used to develop or reinforce concept in understanding the material. The most important function of this technique is to give practice in communication. Language games, included guessing games, can motivate the learners to speak the new language learnt and minimize students’ anxiety and improve their participation in their language learning (Estrada & Ortega, 2016). Therefore, it can decrease students’ backstop to speak such as shyness, bored, and anxiety. In this research, the writer is heedful that the theories provided above are not incisively objected for fluency, instead for speaking skill. However, the writer focused on one of the aspects of speaking skill, namely fluency aspect as the scope is specific. Furthermore, the theories presented above state that language games can reduce anxiety, and anxiety has negative relationship with fluency; it negatively influence students’ fluency of language learning (Leong & Ahmadi, 2017). Therefore, a study on the improvement of students’ speaking fluency by using guessing games is decent to be conducted.

2.  LITERATURE REVIEW

2.1 Speaking skill

Speaking skill is one of the four prominent skills taught in English subject in junior and senior high school level. Richards & Renandya (2002) state that speaking is one of the central elements of communication. According to Harmer (2007), speaking is the ability to speak fluently not only in terms of knowledge of language features, but also the ability to process information and language ‘on the spot’. Torky (2006) argues that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a process of communication between at least two people. It is a way to
express someone's idea. It is a two-way process between speaker and listener and involves productive and reactive skill of understanding.

Brown (2001) divides the basic types of speaking into five categories. First is imitative. In imitative category, the speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Second is intensive. In intensive category, the production of short stretches of oral language is designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture) in assessment contexts.

The third is responsive. This category includes interaction and test comprehension but at the limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The fourth is interactive. In this category, the length and complexity of the interaction is higher than in responsive category, which sometimes includes multiple exchanges and/or multiple participants. Another category is extensive. This category includes speeches, oral presentations, and story-telling during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

The speaking type used in this research is responsive category which includes interaction and test comprehension at the limited level of very short conversations, simple requests and comments, and the like. Here the students have to interact and communicate with their partners in a very short conversation at the limited level. The students perform a short conversation and simple questions and answers to get the information. Speaking aspect rated in this research is fluency by using scoring rubric as suggested by Brown (2001).

2.2 Guessing Game

Guessing game is one of games that can be played in teaching a language. Game is a natural means that can be utilized to deliver subjects to the learners, especially for young learners (Klimova, 2015). Game has characteristics as an activity which consists of fun, rules, and goals (Haldfield, 1998). There are several games that can be used to teach languages presented by Haldfield (1998), namely (1) sorting, ordering, or arranging games, (2) information gap games, (3) guessing games, (4) search games, (5) matching games, (6) labelling games, (7) exchanging games, (8) board games, and (9) role play games/dramas.

Language games has advantages in their usage in teaching foreign language (Klimova, 2015). First, games encourage students to involve actively in the learning process. Then, games can initiate learners to be creative and spontaneous in using the language learnt. In addition, games can provide a relaxing atmosphere in a language class. The most important benefit of language games is they can minimalize students' anxiety to speak and use the language learnt in front of teacher and other students.

Guessing Game (GG) is one of the techniques that can be utilized for English teaching purpose. There are several advantages of using GG in the teaching learning process, among others are to help students easier in understanding the materials taught and practicing speaking in communication (Amato, 1998). In GG implementation, the basic rule is very simple, that is one person knows something that another one wants to find out and then she or he should guess in order to get the information of what it is, but additional rules can also be added, such as the number of questions asked (Klippel, 1994).
Klippel (1994) suggests several kinds of GG activity that can be utilized in teaching speaking, namely (1) Guess what is it; (2) A day in the life; (3) Packing a suitcase; (4) Most names; (5) Lie detector; (6) Coffeepotting; (7) What’s in the box; (8) Definitions; (9) New rules; and (10) Hidden sentences. In this study, the researcher uses one kind of game, that is “What’s in the box”.

The procedure of GG used in this research is based on Klippel (1994) as follow:

1. the teacher prepares small containers such as cigar boxes as the numbers of the students and puts one picture of animal inside each container.
2. each student is asked to work with a partner (in pair).
3. one student from each pair fetches a box and looks inside without letting his partner see what is in the box.
4. the partner has to guess what is the object in the box.
5. then the students change the position, the guesser becomes the one who hold the box an another student becomes the guesser.

2.3 Descriptive Text

Descriptive text is a kind of text which describes people, animals, objects, things, or events. In curriculum 2013 for junior high school level, descriptive text is taught in the second grade in even semester in basic competence 4.12. Descriptive text is usually about people, animals, objects, or things. In teaching descriptive text, a teacher can use a picture of the figure and give some key words if needed by the students. Due to this study concerns about fluency aspect in speaking skill, the descriptive text is taught in spoken or oral, not in written form. So the students are taught the fluency aspect of speaking skill and asked to produce sentences of descriptive text orally.

3. METHOD

In this study, the writer used pre-experimental research namely one group pretest-posttest design that was conducted upon one single studied group without a comparative group or control group. Pretest and posttest were carried out and the results of both tests were compared in order to know the students’ fluency achievement in speaking skill before and after giving the treatment. The population in this research was the 62 second grade students of SMP Inshafuddin Banda Aceh. Then VIII B was the sample of this research chosen using random sampling technique. The class has 20 students consisted of 13 male and 7 female students.

In this research, test (pretest and posttest) was used as a main instrument and was given to Class VIII B students. Both of the tests were oral test. Then the data extracted with these two instruments were assessed using a scoring rubric suggested by Brown (2001).

To measure the validity of the test value, the writer taught the speaking skill on descriptive text to the students based on the concept of teaching speaking using GG technique and used the descriptive text materials suggested on the syllabus KD 4.12. To measure the reliability of data, the writer used inter-rater reliability by collaborating with the teacher in giving the score for the students’ performance as suggested by Muijs (2004).

In collecting data, the writer taught speaking skill in descriptive text by using GG for the second grade students at SMP Inshafuddin Banda Aceh Class VIII B. Four meetings were conducted for this experiment. For the first meeting, the writer
distributed pretest as explained in instrument. After conducting pretest, the researcher taught fluency aspect of speaking skill in two meetings of descriptive text by using GG as the treatments. In the last meeting, the writer gave posttest as she did in pretest, but different pictures were utilized in posttest. Then the students’ posttest was assessed by the writer and the English teacher using consent rubric. After both score of pretest and posttest were collected, the data were compared to find out if the treatment can improve the students’ fluency in speaking skill in order to prove hypothesis and get the research result.

For technique of data analysis, the writer used t-test to find out whether the difference post-test and pre-test are significant as suggested by Arikunto (2010).

\[
t = \frac{\text{Md}}{\sqrt{\frac{\sum x^2 - d}{N(N-1)}}}
\]

The purpose of this formula is to analyze significantly both the result of pretest and posttest scores of the students. Its goal is also to see the improvement of the students’ fluency in posttest result after giving the treatment. Students’ fluency improvement in speaking is significant if \(t_{\text{count}}\) is higher than \(t_{\text{table}}\) (\(t_{\text{count}} > t_{\text{table}}\)). The \(t_{\text{table}}\) was determined by looking at \(t\) distribution table based on the d.b. \((N - 1)\) and significant level \(\alpha = 5\%\).

4. Result and Discussion

4.1 Result

The following chart illustrates the improvement of students’ score in pretest and posttest.

![The Improvement of Students’ Score in Pretest and Postest](image)

**Figure 4.1. The improvement of Students’ Score in Pretest and Postest**

Figure 4.1 above presents the students’ speaking improvement before and after being taught using Guessing Games. The data obtained in pretest is compared to the data obtained in the posttest for each student. It shows that from 20 students in Class VIII B, the highest increase is student 11 that is 40 from 30 in pretest to 70 in posttest. On the contrary, the lowest increase is student 12 and student 19 that is 10 increase. For student 12, the score in pretest is 40 and the score in posttest is 50,
so it increases 10 point. Furthermore, student 19 has the score in pretest 20 and the score in posttest is 30, so it increases 10 point too.

In addition, the percentage of students in specific range scores is presented as follows:

<table>
<thead>
<tr>
<th>Score range</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' frequency</td>
<td>Students' percentage</td>
<td>Students' frequency</td>
</tr>
<tr>
<td>0-20</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>21-40</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>41-60</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>61-80</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>81-100</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above shows that in pretest, most of students (60%) are in 21-40 range score, the rest are in 0-20 and 41-60 range, and no one achieves score above 60. While in the posttest, most of students (45%) are in better range score, that is 41-60 range score, the rest are in 0-20 range with total of 1 student, and the rest were able to achieve better score above range 41-60.

After comparing the scores of pretest and posttest of experimental class, the writer calculates the deviation as follows.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=20</td>
<td>Σ = 780</td>
<td>Σ = 1300</td>
<td>Σd=520</td>
</tr>
<tr>
<td>~x = 39</td>
<td>~x = 65</td>
<td>Md = 26</td>
<td></td>
</tr>
<tr>
<td>t_table</td>
<td>2.093</td>
<td>t_score</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Based on the data in the table, the writer finds out the result Σd=520, mean score of pretest = 39 and mean score of posttest = 65. After getting the score of Σd, mean score of pretest, and mean score of posttest, the writer calculates them based on the steps of the t-test formula and get the result of t_score =4.2 and t_table = 2.093 (based on t distribution table) at level significant of 0.05 and d.b = (n-1) = 19. It means that t_score > t_table.

From some previous study results collected by the writer, researchers proved that guessing games is able to improve students’ fluency in speaking. The writer took two previous studies on the use of guessing games is able to improve students’ fluency in speaking. First, the previous study was conducted by Putri (2012) who found that using GG creates more relaxed atmosphere in the classroom. In addition, it encourages the students to speak in English. Then, teaching speaking through GG is suitable for the students that have just learned English in elementary school.

Another study was carried out by Yusri (2013) on developing speaking fluency of grade VII students through Guessing Games at SMP Al-Azhar Palu. From the result, it was revealed that the students’ speaking achievement was increased
from 72.85 in Cycle 1 to 78.85 in Cycle 2. Thus it can be concluded that GG can
develop students’ fluency in speaking English.

4.2 Discussion
As this research was aimed to answer the question about the
implementation of Guessing Game whether it improves students’ fluency in
speaking skill or not, the writer tested the null hypothesis (Ho) stated that Guessing
Game cannot improve the students’ fluency in speaking skill at Class VIII SMP
Inshafuddin Banda Aceh and research hypothesis (Ha) that is Guessing Game can
improve the students’ fluency in speaking skill at Class VIII SMP Inshafuddin Banda
Aceh.

As early stated that if \( t_{\text{score}} \) is lower than \( t_{\text{table}} \), it means that the null
hypothesis (Ho) is accepted. However, if \( t_{\text{score}} \) is higher than \( t_{\text{table}} \), then the null
hypothesis (Ho) is rejected and the research hypothesis (Ha) is accepted. Referring
to the calculation above, it was revealed that \( t_{\text{score}} \) is higher than \( t_{\text{table}} \), so that the
null hypothesis (Ho) is rejected and the research hypothesis (Ha) is accepted. Thus,
the writer can conclude that Guessing Game can improve the students’ fluency in
speaking skill at Class VIII SMP Inshafuddin Banda Aceh.

During the teaching and learning process, students are obedient with the
writer. It is understandable because the students at SP Inshafuddin are
characterized with good and polite attitudes towards their teachers and other
people. Thus the writer do not find any serious obstacles related to students’
behavior. The class is also conclusive because it only has 20 students, thus it is
comfortable for both students and the writer. The problem found in the class is
related to their low ability in speaking English. Before the writer teaching at Class
VIIIIB, the students are reluctant to speak English. This is also happen because the
students do not perceived English as an important subject. Therefore they are
disinclined to speak or practice English in daily life. This is worsened by the fact
that speaking happens spontaneously, resulted many students are not confident in
speaking English. However, after the writer introduced Guessing Game technique,
the students can enjoy the learning process and it decreases the students’ anxiety to
speak in front of the class.

Overall, the highest score achieved by the students at Clas VIII B is 90 for 2
students. None of students is able to achieve the maximum score of 100 because the
implementation of Guessing Game technique in teaching Descriptive text is only in
2 meetings. It is therefore suggested for future reseachers to lengthen the duration
of treatment.

5. CONCLUSION AND SUGGESTION
Based on the result of analysis of the research, it shows that the values of
\( t_{\text{score}} \) is 4.2 and \( t_{\text{table}} \) is 2.093 on degree of significance is 0.05. It means that \( t_{\text{score}} \) is
higher than \( t_{\text{table}} \). Therefore, the research hypothesis (Ha) is accepted and null
hypothesis (Ho) is rejected or it can be said the result has answered the research
question that Guessing Game improves students’ speaking skill. In addition,
students’ score increased from 39 in pretest to 65 in posttest.

After conducting her research about the implementation of Guessing Game
in teaching speaking skill, the writer is likely to give some suggestions that teachers
should choose interesting themes and pictures for descriptive text which are
famous among students so that the students have background knowledge about the
topic given to them. It helps students in performing speaking because they have background knowledge about the themes and the pictures given. Before assigning students to perform speaking in front of the classroom, teachers should make sure that the students have fully understood about the pictures given to ensure that they are able to elaborate the pictures correctly during their speaking performance with their peers.

In addition, based on the research, the students are lack of fluency because of lack of practice in speaking. So, the students are expected to be active to involve in speaking individually and collectively whether in speaking class or not. Students should have motivation and confidence to speak in the front of class although they have limited skill in English; because it is one of the best practice that can improve students’ speaking especially fluency that become their problems in speaking performance.

REFERENCES


