THE USE OF GUESSING GAME TO IMPROVE STUDENTS SPEAKING ABILITY AT SMP N 1 TALAMAU

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Abstrak

Penelitian ini membahas tentang penggunaan *guessing game* (permainan menebak) untuk meningkatkan kemampuan berbicara bahasa Inggris siswa. Tujuannya untuk mengetahui apakah penggunaan *guessing game* ini dapat meningkatkan kemampuan berbicara siswa atau tidak. Penelitian ini diklasifikasikan sebagai penelitian pre-experimen dengan desain pre-test and post-test. Sampel dari penelitian ini adalah 14 siswa dari kelas VIII2 pada sekolah menengah pertama Pasaman Barat. Data kuantitatif diambil dari pre-test dan post-test. Instrument yang digunakan dalam penelitian ini adalah tes berbicara dan rekaman video. Hasil penelitian ini menunjukkan bahwa penggunaan *guessing game* dalam pengajaran Bahasa Inggris dapat meningkatkan kemampuan berbicara siswa dengan baik. Hal ini dibuktikan dengan dengan t-hitung lebih besar dari t-tabel yaitu 11 > 1,7. Selain itu, dapat juga dibuktikan dengan skor rata-rata siswa pada masing-masing tes yang menunjukan post-test mendapatkan nilai lebih tinggi daripada pre-test yaitu 76 untuk post-test dan 30,5 untuk pre-tes. Kesimpulan dari penelitian ini adalah ada peningkatan kemampuan bebicara bahasa Inggris siswa dengan menggunakan *guessing game.*

Kata kunci: guessing game, kemampuan berbicara.

Abstract

This research is about the use of guessing game to improve students' speaking ability. The purpose is to find out whether the use of guessing game can improve students' speaking ability or not. This research was classified as pre-experimental research. The sample of this research were 14 students of class VIII2 at junior high school Pasaman Barat. The data was quantitative data taken from pre-test and post-test. The instrument used in this research was speaking test and video recorder. The result of this research showed that the use of guessing game can improve students' speaking ability well. It is proved by the hypothesis that t-count is higher than t-table (11 > 1,7). And also, it can be seen from students' mean score for each test that showed the post-test got higher than pre-test that is 76 for post-test and 30,5 for pre-test. As the conclusion, there is any improvement of students' speaking ability by using guessing game.

Keywords: guessing game, improve, speaking

INTRODUCTION

English is one of the International languages used by many people in the world. We use English as a tool to communicate with other people from other countries about many aspects in human life such as technology, education, economy, social and politic. There are four basic skills of English that should be

mastered, they are speaking, listening, reading and writing. Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how human learn to speak. It means mastering speaking skill in English is one of the main goals in learning English. Speaking is the most important skill that should be mastered by students. The standard of the successful language acquisition is the learners' ability to interact with others. Brown (2001) cites that when someone speak a language, it means that he/she can carry on a conversation reasonably competently. Students learning language is considered to be successful if they can communicate effectively. Unfortunately, based on the researcher's experience when doing teaching practice, many students still meet difficulties or problems in speaking. It can be known when the researcher teach in the class and the topic is about describing people. A lot of students feel unconfident or shy when speak English and also feel worried and afraid of make mistake, the students are often confused and are not able to say when someone speaks in English to them. These problems are caused by two factors. They are students' factor and teachers' factor. The students' factor are they have difficulties to express their idea in speaking English because they lack of vocabulary, grammar and lack of motivation. They also worry if make mistakes and other students will laugh at them. The teachers' factor is they meet difficulties of finding appropriate method or technique that could support English speaking learning process in the class. The teacher also rarely used interesting media such as pictures, cards, games or other media in the class. To overcome the problem, it is suggested that the teacher should find strategy that can encourage the students to more active in speaking English.

Relating to the problems above, we can use many ways or technique to improve students speaking ability, one of them is through game. Game is one of potential activity that can be used as an alternative way to make better atmosphere in the class. Games are very appropriate teaching technique in the classroom (Linse and Nunan, 2005). Game is also potentially useful to encourage students to interact and communicate with other students. This way is very fun and interesting and the students will not feel bored.

One of the games that can be used is guessing game in which the participants compete individually or in teams to identify something. According to Klippel (1994) "The basic rule of guessing game is eminently simple; one person knows something that another one wants to find out". In addition, According to Mirriam Webster (1986)," Guessing game is game in which the participants compete individually or team in the identification of something indicate obscurely (as in riddles or charades)". Wright and Buckby (2005) say," Essentially, in guessing game and speculating game, someone knows something and the others must find out what it is.

Guessing game also encourage students to become more active in learning process. Besides, guessing game gives solution for students work with partners, ask and help each other, and make the students active and enjoy in learning process.

There are many concepts of guessing games, which can be applied in teaching speaking. According to Lee in Betteridge and Buckby, (1990) there are some guessing games that can be played at various levels. They are: Guess what is

it? Is it,,,?, Guess Who I am?/ What is my name?/ Who is he/ she?, Guess what is there in my bag today?, Guess where is it?

So, the researcher conduct a research about using guessing game to improve students speaking ability at eight grade of SMP N 1 Talamau Pasaman Barat.

RESEARCH METHOD

The design of this research was a pre-experimental research type pre-test and post-test. Pre-experimental design of this research is comparing the result after and before giving treatment. Pre-experimental design only use one group without control group. So, the researcher only used one class who receive a treatment by using guessing game. The type of this research can be design as follows:

Table 1. Design Reseacrh

Group	Pre-test	Treatment	Post-test
Experiment	X	O	Y

(Creswell, 2009).

The instrument used in this research was speaking test and video recorder. According to Creswell (2005), instrument is the tool used to collect the data from respondent of the research. The researcher used a phone to record the video of the students' activities when speaking to collect the data and get the information about the students' improvement. To know the result of the students' speaking ability, the researcher gave speaking test. The test is held twice; pre-test and post-test. In the pre-test the researcher gave the students the name of some popular figure and chose one of them, then ask them to retell or describe what they know about that figure. After that, the researcher gave the treatment by using guessing game in describing or explaining about someone to improve students' speaking ability. And after that the researcher gave post-test to the students. The test is given to the students to measure students' skill in speaking after giving treatment by using guessing game. After finishing the test, the researcher analyzed the result of both pre-test and post-test to know is there any improvement of students' speaking ability by using guessing game.

After collecting the data of the students' speaking score, the researcher calculated the data by using the formula from Sudijono (2009) as follow:

Score = raw score : maximum score x 100

In scoring the students' ability, the researcher decided to choose the one constituted by Hughes (1990) for measurement of speaking ability. The components on the scoring which are used in this test are pronunciation, grammar, and fluency.

Table 2. Measurement of Speaking Ability

Student code	Component			core (total : 15 x 100)
	Grammar (0-5)	Pronunciation (0-5)	Fluency (0-5)	
1				
2				
3				

In analyzing the data, the researcher used t-test. This test is used to determine is there any difference between students' pre-test score and post-test score by using guessing game or not of eighth grade at SMP N 1 Talamau Pasaman Barat. Statistics test that be used is t-test:

$$t = \frac{M\,d}{\sqrt{\frac{\Sigma x_d^2}{n(n-1)}}} \qquad \text{and} \qquad Md = \frac{\Sigma d}{n}$$

Where:

= Deviation of post test score with the pre-test score from each subject.

= The mean of gain (d)

M_d

= Deviation gain score toward mean ($X_d = d - M_d$)

X_d

= square deviation score gin toward mean

d

= total of sample

= Deviation of post test score with the pre-= test score from each subject.

= The mean of gain (d)

M_d

(Supardi, 2013)

Hypothesis:

Ho: there is no any improvement of students' speaking ability by using guessing game

Ha: there is any improvement of students' speaking ability by using guessing game.

RESULT AND DISCUSSION

This research was carried out at eight grade of SMP N 1 Talamau. The population of this research is the VIII grade students of SMP N 1 Talamau. Sample is partially of total population that selected to data resource (Sukardi, 2003). In this research, the researcher took the sample by using purposive sampling technique. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2012). The sample in this research was students of VIII2 class which was had 14 students.

Table 3. The Result of Pre-Test and Post-test Score

o	Name	Score	
		X	Y
	A	20	86
	B	33	73
	C	60	80
	D	40	73
	E	27	67
	F	20	73
	G	20	80
	H	33	73
	I	60	80
	J	20	80
0			
	K	27	73
1			
	L	20	73

2			
	M	27	73
3			
	N	20	80
4			
	Total	427	1064
	Mean	30,5	76
	High score	60	86
	Low score	20	67

Based on the table above, it can be seen that the minimum score of students in pre-test was 20, while the maximum score was 60 with the mean score was 30,5. Meanwhile, the minimum score in post-test was 67 and the maximum score was 86 with the mean score was 76. Almost all of students get high score in post-test. It caused the students has done treatment by using guessing game before do the post-test.

CONCLUSION

Based on the result above, it can be concluded that the use of guessing game on teaching speaking is effective to improve students speaking ability at eight grade of SMP N 1 Talamau, and it is showed from the difference of pre-test and post-test score. It could be seen on students' mean score for each test, that showed the post-test got higher than pre-test that is 76 for post-test and 30,5 for pre-test. The students' speaking ability by using guessing game has improved. By comparing the value of t-count = 11 and t-table = 1,7, the researcher made conclusion of the hypothesis that t-count is higher than t-table (11 > 1,7). It means, the alternative hypothesis is accepted and the null hypothesis is refused. So, the use of guessing game activities can improve students' speaking ability at eighth grade students of SMP N 1 Talamau Pasaman Barat.

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