

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH GUESSING GAMES AT GRADE X OF SMA NEGERI 1 HUTABARGOT

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Abstract

The research aimed to know whether students' speaking skills can be improved by using guessing games at Grade X of SMA Negeri 1 Hutabargot. To obtain the research data, the researcher used classroom action research (CAR), and as sample was Grade X MIA consisted of 22 students. As the technique in collecting data, the researcher used a speaking test, an interview, and also questionnaire. Based on the result analysis, it can be seen that the mean score of the students' speaking ability in the pre-test was 43,63%. While the mean score of the post-test in cycle 1 was 54,81%. The mean score of the post-test in cycle 2 was 77.81%. From the comparison between the mean scores of the pre-test and post-test, it can be identified that the implementation of a guessing game could improve students' speaking ability.

Keywords: Guessing game, Improving, Speaking

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat peningkatan kemampuan berbicara siswa dengan menggunakan permainan menebak (guessing game) di kelas X SMA Negeri 1 Hutabargot. Untuk mendapatkan data penelitian, peneliti menerapkan Penelitian Tindakan kelas (PTK) dan menggunakan kelas X Mia yang berjumlah 22 orang sebagai sampel penelitian. Teknik pengumpulan data yang digunakan peneliti adalah test berbicara, wawancara dan kuesioner. Berdasarkan analisis data, dapat dilihat bahwa terjadi peningkatan nilai Tengah dari pra siklus sebesar 43,63%, pada siklus I sebesar 54,81% dan siklus II adalah 77.81%. Dari hasil ini dapat dinyatakan bahwa penerapan permainan menebak dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: Permainan menebak, Berbicara, Peningkatan

INTRODUCTION

Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak. Recently, people have concluded that humans do not learn the elements of language and then put them together in conversation. Instead, children who acquire a second language learn the element by interacting with people. This realization has interesting implications. If teachers believe that people learn languages by interacting, learners should interact during lessons. Since students learn through interaction, lessons should consist of opportunities to communicate in the target language. In this case, teachers have to emphasize how

students communicate when they speak in the English language.

The fact is that the teaching and learning of English at schools has not achieved the goal yet. Many schools tend to give more attention to teaching reading or vocabulary. Besides, the teacher still uses dialogues in which the students only read and then practice the dialogues with their friends while teaching speaking in the school. Quite a few teachers teach using games or other interesting activities during the lesson. Because of those facts, it is obvious that the teaching and learning of English have failed to make students have good speaking ability. The students are often confused and do not know what to say when someone speaks in English to them. This phenomenon also occurs in SMA

Negeri 1 Hutabargot based on the researcher's observation. The teacher focuses on reading the dialogue and the student only practices it based on conversation in the dialogue. This phenomenon impacts the students' interest in studying English. They feel bored and too lazy to practice because they have no sufficient vocabulary and feel shy. The students think that studying English is very difficult so their score cannot reach the KKM (Kriteria Ketuntasan Minimum) of this school which is 75.

According to Brewster and Ellis (2002), games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. (Sinaga et al., 2022) Pronunciation is categorized as the main sub-skill of speaking. Pronunciation practice is easy to do in the classroom. To measure pronunciation ability, English teachers can apply Elsa speak (Simanjuntak & Sipayung, 2023)

Games are one of the techniques that can be applied in teaching speaking because games are one potential activity that gives students a feeling of freedom to express themselves. Games are also potentially useful to encourage students to interact and communicate with other students orally. In this research, the researcher focuses on the guessing games.

According to Klippel (1994) "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out". In addition, according to Merriam Webster (1986)," Guessing games is a game in which the participants compete individually or team in the identification of something indicated obscurely (as in riddles or charades)". Wright and Buckby (1983) say," Essentially, in guessing games and speculating games, someone knows something and the others must find out what it is.

To solve the problem above, the researcher tried to apply the game to attract

the student's interest, and based on some references that game is also used by some teachers to teach their students, especially in speaking. The reason for using guessing games in speaking activities is to give more opportunities for students to practice speaking during the times allocated. The researcher assumes that guessing games are a combination of language practice and fun activity. Moreover, it is suitable for teaching speaking, especially for senior high school students. Through this research, the researcher tries to find out whether there is a significant improvement in students' speaking ability of grade X who are taught by using guessing games at SMA Negeri 1 Hutabargot.

METHOD

The method of this research was a classroom action research study because based on Wiraatmaja (2008) classroom action research was also one of the problem-solving strategies that use the action, and the process of skill development to detect and solve problems and as the application of fact-finding to practical problem-solving in a society by involving the collaboration and cooperation of researchers, practitioners, and nonprofessionals.

In this research, she and the other members solved the practical problem of the teaching-learning process by giving appropriate methods involving the collaboration of the researcher, participants, and practitioner. Therefore, she collaborated with the students, the English teacher, and the principal of SMA Negeri 1 Hutabargot to solve the practical problems found.

In doing the research, she used any tools or methods to give contributions to schools and to solve the problems encountered in the schools. Related to this the study, she used games as the research tools to improve the teaching and learning process of Grade X of SMA Negeri 1 Hutabargot. There were two kinds of data in this research, the first data was taken from the test scores of the students'

speaking test, then the second data was taken from the questionnaire, and interview with the teacher and student. The source data was the MIA Class consisting of 22 students at Grade X SMA Negeri 1 Hutabargot. Based on the data collection which used tests, questionnaires, and interviews, the researcher analyzed the result. The questionnaire and interviews were analyzed by the researcher to know the use of the strategy for students. Meanwhile, the speaking test was analyzed by using descriptive statistics. The descriptive statistics aimed at providing answers about the students' learning improvement before and after applying the guessing game. The statistics used in the computation mean which is the average score by the subjects of the research.

From the results of the speaking test, the student's progression level was identified. Then, the writer categorized which passes the target score of the minimal mastery level criterion – *Kriteria Ketuntasan Minimal (KKM)*. The *KKM* that must be attained considering the speaking subject is 70 (seventy) which is adapted from the school agreement (SMA Negeri 1 Hutabargot).

The assessment criteria or categories are (1) grammar. Students are scored for their accuracy and appropriateness in using grammar; (2) vocabulary. Students are scored for their ability to use vocabulary or English equivalents in utterances or sentences; (3) pronunciation. The focus of the assessment is on the accuracy of the students in pronouncing words with good intonation and stress; (4) fluency. Students are scored for their ability to perform speech fluently; (5) comprehension. The focus of assessment is on students' competence to comprehend other persons talking in simple descriptive or transactional text. (Thornbury, 2005: 127).

Based on Sugijono in Nuriana (2011:44), It was formulated;

$$P = \frac{F}{N} \times 100\%$$

Where

P: The class percentage

F: The total percentage

N: The number of students

RESULT

In this case, it discussed the result of the increase in students' speaking ability by using a guessing game and the students' difficulties in speaking. This research was conducted in one class consisting of 22 students. There are 12 males and 9 females. It was accomplished in two cycles. Every cycle consists of four stages of action research; they are planning, action, observation, and reflection.

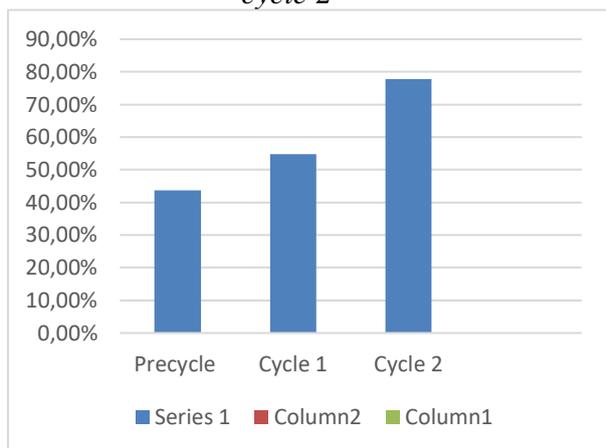
In cycle 1, the researcher asked the students to practice their speaking by using a guessing game about personal identity. Based on the result in cycle 1, seven students passed the 75-score minimum, or the percentage success score was 31.81%. Based on this score, the researcher decided to continue to cycle 2.

In cycle 2, the researcher and student played a guessing game about self-introduction and relatives. In this cycle, the student feels more focused because they already know about the game and they can play it well. They are divided into some groups and then play the game happily. As a result, there are improvement in the percentage success score, it was 68,18% or there were 15 students who passed the minimum score. Besides that, all the students in cycle 2 have an improvement in their scores in speaking, seven students increased their scores from the range 30-55 to 60-70. It indicated that the game could improve the students' ability to speak, particularly in pronunciation.

This improvement happened because the students feel enjoyed during the lesson, and the game can influence them to be more active and creative. It shows from the variation of vocabulary and tenses they used. In terms of pronunciation, the student also has confidence in pronouncing the words correctly because all of the students join the lesson happily and feel no shy.

The improvement of the student is shown in the diagram below:

Diagram 1. *result of Precycle, cycle 1, and cycle 2*



Besides the improvement result, the researcher also found some difficulties in students' speaking ability. It was analyzed by using the indicator of speaking that was mentioned previously in Chapter II. Based on the speaking test the student seems to still have difficulties in grammar. The data is shown below:

Table 1. *The Students' Score in Speaking Criteria*

No	Name	Criteria of Speaking Assessment					Score
		Grammar	Vocabulary	Pronunciation	Fluency	Comprehension	
1.	AA	88	97	98	95	97	95*
2.	AC	85	98	98	95	98	95*
3.	DA	75	95	94	80	80	85*
4.	AHN	67	80	77	75	75	75*
5.	AH	66	82	77	75	73	75*
6.	AJ	80	95	95	92	90	90*
7.	AS	78	95	97	90	90	90*
8.	DF	50	77	75	75	75	70
9.	DFT	66	80	80	75	74	75*
10.	FR	52	73	78	75	72	70
11.	IR	60	80	78	78	78	75*
12.	IG	55	75	75	72	73	70
13.	JK	80	80	80	80	80	80*
14.	MK	70	70	70	70	70	70
15.	MH	73	73	82	74	74	75*
16.	NS	89	95	95	96	98	95*
17.	PL	68	79	85	77	75	77*
18.	RN	55	67	74	65	65	65
19.	RR	60	60	73	73	60	65
20.	SI	68	85	88	80	80	80*
21.	SS	61	70	70	65	60	65
22.	TR	73	73	82	74	74	75*
Total		1519	1779	1820	1731	1711	1712
Mean		69	80	83	79	77	78

Based on the data, it shows that the students score in speaking criteria. It was analyzed to know the lowest score of the student among the criteria. The lowest score of all the students in grammar is 1519 and the mean score is 69. It means that the speaking difficulties of the students in SMA Negeri 1 Hutabargot at Grade X were in grammar. Meanwhile, the highest mean score was in pronunciation, which was 83.

CONCLUSION

The finding on the teaching and learning process shows that there was a change in the situation before and after the implementation of the guessing game. First, the teaching and learning process using the guessing game was more alive; the students were more enthusiastic and became more active in joining the class because they felt comfortable with the guessing game. For

example, students are more diligent and more active. After using this media, the students were easy to ask to come in front of the class, and they answered the teacher's questions actively.

Besides, the students' progress in determining details information that they can find from the game. In addition, the teaching and learning process became more interactive, as proved by the interaction that occurred between the researcher and the students in the classroom. For example, when the researcher asked the students, some questions dealing with the game they had just seen, the students directly raised their hands meaning that they wanted to answer the questions. Therefore, guessing games help stimulate interaction between teachers and students.

One of the indicators that the action is successful is the improvement of the students' mean score. The mean score of the pre-test was 43,63%. While the mean score of the post-test in cycle 1 was 54,81%. The mean score of the post-test in cycle 2 was 77.81%. From the comparison between the mean scores of the pre-test and post-test, it can be identified that the implementation of a guessing game could improve students' speaking ability.

The research also found the student's difficulties in speaking. Based on the criteria of Thornbury, there are five points to measure the speaking ability of the students, they are grammar, pronunciation, vocabulary, fluency, and comprehension. Through the test, the researcher found in the post-test at cycle 2 that the lowest score of the students was in grammar (the data shown in Table 4.3). The total score of the students in grammar was 1519 and the mean score was 69. Meanwhile, the mean score for other criteria such as vocabulary, pronunciation, fluency, and comprehension displayed as follows, 80, 83, 79, and 77.

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