



## Improving student's speaking skill through guessing games

Andi Asdar<sup>1</sup>, Mujahidah<sup>2</sup>

Islamic Education, STAI DDI MAROS, Indonesia

### ARTICLE INFO

#### Article history:

Received 4 February 2010

Received in revised form 17 October 2010

Accepted 21 October 2010

**Keywords:** *Guessing Game, Speaking Skill*

### ABSTRACT

#### Abstract

Speaking is activity of two or more people in sending and receiving information or messages in oral communication. The reason for teaching speaking to students is because it belongs to the basic language skill in English. In speaking classes, the teacher usually gives a dialogue of a certain topic, then the students practice and memorize the dialogue with their friends and finally present the dialogue in front of the class in turn. It means that to understand the dialogue, the students must have the ability in vocabulary, grammar and pronunciation. Because of that, speaking is very important to be taught to the students. The study aimed to find out whether the use of guessing game is effective. The sample of the study consist of 27 students in one class. The data in this research were conducted using pretest and post-test. The result from the research showed that there is significance difference between the students who are taught speaking using guessing game and those who are taught speaking using traditional approach. The finding indicated that there is a significant difference between the score of the pretest was 53, 6 and the post-test was 82, 9. From this research it was known that  $t$  – score is highest than  $t$  – table. It's mean that this alternative hypothesis ( $H_a$ ) is accepted. Thus, clear that the difference of the two means gained score was significant.

## 1. Introduction

Teaching English in a university encompasses the four language skills; listening, speaking, reading and writing. As one of language skills that must be mastered by students, speaking is an important part for the students to acquire a language. Hybel (2001) mentioned that speaking is any process in which people share information, ideas, and feeling. In other words, speaking is expressing our idea to others in oral communication, and also a process in which a speaker conveys information or messages to listeners (wahyuni & Yulianti, 2015).

According to Widdowson (2006) speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonological system or the grammatical system of the language or both by using the speech organs. According to Siregar (2018), the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of In addition, to reach a high achievement of speaking ability, learner must practice more and more (Nainggolan et al., 2022).

In addition, speaking skill is used in real life. It means mastering English communication is one of the main goals in learning English. One of target of teaching language is improving the student skill to speak that language. Meanwhile, Burns (2012) believed that for most foreign language learners, speaking in target language is not easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules. The researcher has found similar case at the third semester students of STAI DDI Maros where the students cannot say word perfectly in English. They look very confuse to express their ideas on their mind. Many students do not have passion or do not feel confidence to perform English, especially in speaking class.

Corresponding Author;



Advances Educational Innovation (AEI) © 2024 by Inovasi Analisis Data is licensed under CC BY-SA 4.0

According to Nurbadri (2017) , English games used in learning English are applied in a real and meaningful way through task completion. Students are players of the English games. Players are required to use the language actively and interact with other players. Games lead students to understand the instructions and become interested in the challenges in the game. Kim (1995) mentions that there are several benefits of playing English Games, namely: 1) motivating students, 2) directing students to strive in learning, 3) providing various language practices with various speaking, writing, listening, and reading skills, 4) encouraging students to interact and communicate, 5) create a meaningful use of language, 6) and can reduce students' anxiety levels (Nainggolan et al., 2022)

The students are also less enthusiastic and less confident in speaking English and low motivation to learn. According to Fulcher (2003:51) said that in teaching and learning process, students often get bored to learn English because the material and method are monotonous and also less English practice. The teacher usually asks students to real dialogue in front of class or to answer some questions for examples. Because of that the writer think it can make students bored and they do not want to speak English. Therefore, teachers should use one effective method for teaching speaking that make students active and motivate in learning speaking. The students can be motivated to say something to make possibility activities and giving opportunity for them to practice their speech.

According to Savignon (1991: 4) discussed, those teachers who did try to make time for students to use a pattern they had practiced in more authentic, really life situation will make their students more successful in speaking. To improve skill of speaking, games are considered as an effective technique to apply in teaching speaking, because game can attract the students to use English in a fun way. By using games, teaching and learning process will be more affective.

Based on Eroz (2000:5), games are highly motivating because they are amusing and interesting. Based on the definition, it can be concluded that the game can be applied in teaching language skills. This statement also cited by Wright (1984:1) games help and support many learners to continue their awareness and work. It means that games make students want to continue their study and their work when teaching and learning process, because the students fell relax and fun.

In relation to the techniques in teaching speaking skill, guessing games is one of the techniques that can be used for this purpose. Kipple (2012:34) stated that, the basic rule of the guessing games is very simple, someone knows the vocabulary and the others are trying to find it.

Similarly, Wright (2012:1) said that, in guessing games and speculating game, someone knows something and the others must find what it is by purposes. Based on the definition above, it can be concluded that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer.

Based on the background above, the researcher formulated the research question" Does the guessing games improve student's speaking skill at the Third Semester students of Islamic Education at STAI DDI Maros?"

## 2. Methodology

This research is experimental study and quantitative approach. Emzir (2012:63) pointed out; the experiment study is the research method that can test hypothesis based on causal relationship (cause-effect). Moreover, according to Mujjs (2004:1) pointed out; quantitative research is explaining phenomena collecting numerical data that are analyzed using mathematically based methods (in particular statistic). Moreover, in this research the writer used one group pre-test design. It chosen because to thrift the time and to make the writer easy to manage the class. This study focuses on investigate about guessing game in improving students' speaking skill at the third semester students of Islamic Education at STAI DDI Maros.

## 3. Results and discussion

### 3.1. Result of Research

This research was conducted at the second grade of STAI DDI Maros on June 11th – 17th 2024. Moreover, after giving treatment to the students in three meetings, the writer collected all the data needed from the result of pretest and post-test. First of all, the writer would like to discuss the result from pre-test.

Table 2. the result of students' pretest and post-test

| No. | Name of Students | Score of pre-test | Score of post-test |
|-----|------------------|-------------------|--------------------|
|-----|------------------|-------------------|--------------------|

Corresponding Author;



Advances Educational Innovation (AEI) © 2024 by Inovasi Analysis Data is licensed under CC BY-SA 4.0

|       |     |      |      |
|-------|-----|------|------|
| 1.    | AT  | 50   | 85   |
| 2.    | CIV | 40   | 80   |
| 3.    | FH  | 43   | 90   |
| 4.    | IES | 59   | 95   |
| 5.    | IM  | 58   | 100  |
| 6.    | KN  | 60   | 85   |
| 7.    | KL  | 50   | 70   |
| 8.    | KD  | 60   | 90   |
| 9.    | MA  | 45   | 95   |
| 10.   | MRS | 45   | 85   |
| 11.   | MS  | 55   | 85   |
| 12.   | MI  | 59   | 100  |
| 13.   | MLN | 53   | 100  |
| 14.   | NN  | 60   | 90   |
| 15.   | NI  | 58   | 85   |
| 16.   | RS  | 57   | 70   |
| 17.   | RM  | 50   | 90   |
| 18.   | RM  | 50   | 100  |
| 19.   | RR  | 54   | 95   |
| 20.   | RN  | 58   | 85   |
| 21.   | RM  | 37   | 90   |
| 22.   | SN  | 60   | 100  |
| 23.   | SZ  | 60   | 100  |
| 24.   | UJM | 55   | 90   |
| 25.   | ZMI | 59   | 80   |
| 26.   | ZH  | 53   | 80   |
| 27.   | RM  | 60   | 100  |
| Total |     | 1448 | 2400 |
| Mean  |     | 53,6 | 82,9 |

### 3.2. Analysis of pretest

From the table above, it can be seen the highest score of pretest is 60, and the lowest score of pretest is 37. Meanwhile, total of students' score is 1448. Next step is to find the means score of pretest. From the classification above, it can be seen that there is no students who got excellent score and most of them got bad score. Also, the score of the mean is 50. That is categorized as bad score. Therefore, we can concluded that the average of the young learners ability before the writer gave treatment were bad.

### 3.3. Analysis of post-test

From the table 2 shows that the students' score are range from 70 to 100. The following is the mean score of the result of post-test. Meanwhile, based on the table above, it can be concluded that students' post test is higher than pretest. It means that, there are differences in both test. Therefore, teaching speaking by using guessing games helps students in improving their speaking skill. From the classification above, it could be seen that there was contrast result between pretest and post-test score. In pretest, almost all of students got bad score. However, we can see a significance improvement of the score in post-test. Most

Corresponding Author;



Advances Educational Innovation (AEI) © 2024 by Inovasi Analysis Data is licensed under CC BY-SA 4.0

of them are get very good score. None of them got bad score. So, the writer concluded that the average of the students ability after the writer gave treatment were very good.

Now, to find out the weather the differences between pretest and post-test is significant, the writer used following T-score formula as suggested by Bungin (2005:191). From the statistical analysis above, we can see that the t-score of this research is higher that score in the t-table ( $t > t_{\text{test}}$ ). It means that the difference was significant and the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected.

#### Discussion

The section discusses the research finding which has been introduced to previous section of this chapter, by maintaining the relevance with research problem to describe the use of guessing game in improving students' speaking skill. After analyzing the data, the research can be proved students' speaking skill by using guessing game at third semester students of Islamic Education at STAI DDI Maros.

In learning process, especially on speaking, the students usually depend on the teachers' explanation. It means the teacher is as the center or main resource in getting the knowledge. Therefore, the students are passive and just accept the material from the teacher. While, through using guessing game in teaching speaking, the teacher is as the facilitator.

Teaching speaking is sometimes considered a simple process Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Teaching speaking by using guessing game encourage the students learn actively. The students look enjoyed in game, they give more attention and participation on game. They have opportunity to discuss and share the material. The use of guessing game script is helping the researcher to investigate the students' speaking skill. The evidence, the experiment was conduct and the result is the use of guessing game can be applied for the students. This strategy is beneficial for reviewing and integrating subject matter.

The finding indicated that there is a significant difference between the score of pretest was 53, 6 and post-test was 82, 9. From this research it was known that  $t$  – score is higher than  $t$  – table. It means that the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_o$ ) was rejected.

The use of guessing game script in this research was suitable for the students. However, the students must learn more to increase their speaking ability, but by this technique it can help to measure their speaking. So that, the students got the confidence when speak to each other especially in front of the class. By learning game, they have a brave when perform in front of the class. These are some of the benefit or positive impact by learning game, not only is able to increase their speaking ability but also their confidence in their life.

#### 4. Conclusions

The result of this research the use of guessing game technique in class room achieve more effective for students' speaking skill. The criteria of success;  $t$ -score is 3, 32 and  $t$ -table is 2,093. It means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) was rejected. In fact, the result of the test demonstrated that after the use of guessing game technique in teaching and learning process, the students' score has increased.

Corresponding Author;



Advances Educational Innovation (AEI) © 2024 by Inovasi Analysis Data is licensed under CC BY-SA 4.0

## References

- Latifa, A., Nur, R., & Nurmiati, N. (2019). Using Guessing Game to Improve Speaking Ability of the Seventh Grade Students of SMP Negeri 3 Balusu. *OSF Journal*, 21.
- Nainggolan, L. A., Siallagan, J. E., & Situmorang, R. R. K. (2022). the Effect of English Games To Improve Speaking Skill and Motivation of Class X Senior High School Students. *International Journal of Multi Science*, 2(10), 63–70.
- Roza', A. C. S. (2017). *IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH COMMUNICATION GAME AT THE FIRST GRADE OF THE MTs MUHAMMADIYAH PURBOLINGGO EAST LAMPUNG*.
- Wahyuni, Sri and, & Yulianti, F. (2015). *Sri Wahyuni dan Fitri Yulianti, The Use of... THE USE OF GUESSING GAME TO IMPROVE STUDENT'S SPEAKING SKILL Sri Wahyuni 1 dan Fitri Yulianti 2*. 12–22.
- Wahyuni, S., & Yulianti, F. (2021). The Use of Guessing Game to Improve Students' Speaking Skill. *IJJE (Indonesian Journal Of English Education)*, 8(2), 12–22. <https://ejournal.unesa.ac.id/index.php/retain/article/download/31941/28975>

Corresponding Author;



Advances Educational Innovation (AEI) © 2024 by Inovasi Analysis Data is licensed under CC BY-SA 4.0