

## HOW EFFECTIVE IS GUESSING GAME IN IMPROVING SPEAKING SKILL?

**Widia Yunita**

STAI Hubbulwathan Duri

Jl. Karya KM.7 Desa Balaimakam Duri

Widiayunita136@gmail.com

### *Abstrak*

*Pada era globalisasi saat ini, penguasaan terhadap bahasa Inggris merupakan suatu keharusan bagi setiap individu. Hal ini disebabkan karena bahasa Inggris merupakan pintu masuk untuk mengakses dan menguasai sains dan teknologi yang berkembang dengan begitu pesat. Peserta didik akan mendapatkan kemampuan-kemampuan itu melalui proses pendidikan di sekolah, khususnya melalui proses pembelajaran yang bermakna.*

*Keywords: Gussing Game and Speaking Skill*

### INTRODUCTION

Speaking was one of the prominent skills in learning language. It means that all of English language learners were expected to be able to speak English and express their opinion both in spoken and written form. Speaking and writing were considered as productive skill, in other case listening and readings were considered receptive skill.

Primary goal in speaking skill was to communicate; people could talk as much as possible to speak fluently. In accordance to this goal, government had built a curriculum which proposed students to be active in speaking. Material and speaking skills have been announced based on the level of education. Based on the curriculum, two kinds of speaking skills that have to be implemented in Nursing Students were asking and giving opinion and showing appreciation.

Various definitions of speaking were stated by some experts. According to Harmer (1985:16), speaking was a skill involving some kinds of producing on the part of language user. Besides, Long and Jack (1987:189) state that speaking was a complex set of abilities that involves many component; including pronunciation, listening, and grammar skill. It could be concluded that speaking was an ability of producing a language orally which conswasts of some components to produce a good spoken language.

Speaking skill was an ability functions to express ideas, feeling, thoughts, and need orally (Hornby, 1995:826). The main goal of teaching speaking skill was oral fluency; the ability to express oneself intelligibly; reasonably, accurately and without undue hesitation (Byrne, 1984: 9). In short, speaking skill was a complex ability to use a word or a language to express oneself in an ordinary voice.

In addition, Kayi (2006) states that teaching speaking was a very important part of second language learning. The ability to communicate in a second language clearly contributes to the success of the learner in the school and success later in every phase of life

Subsequent from the term of speaking, it was hoped that student can encourage themselves to speak and develop their skill in speaking. Implementing various strategies also contributed positively to improve their speaking skill so that, students' weaknesses in speaking can be reduced.

Bygates (in Nunan, 1987:40) stated that speaking can be characterized in the term of routines, which were conventional ways of presenting information which can either focus on information or interaction. In addition, Weir (1993: 35) states that speaking involves the ability to satisfy two particular demands, processing condition and reciprocity condition. They were concerned with interpersonal interaction between speaker and interlocutor. It means that a conventional way of communication habitually was done by speaker and interlocutor in order to give or receive information. In other words, it was conventional way of interaction between speaker and hearer, so people can interact with their friend in every time. On the other hand, the ability of speaking English was achieved if speaker and interlocutor understand the context when the interactions occur.

As suggested by Brown and Nation (1997), the goal of teaching speaking skill was to communicate. In teaching speaking, the research has to emphasize on the efficiency of oral communication so that, the use of the language works well rather than the usage of the language. To support the idea, Hughes (2003) mentions that the objective of teaching spoken language was to develop the speaking ability to interact successfully in that language, and also involves comprehensions as well as production.

Based on the research teaching experience, particularly in teaching speaking, he found that the students have problem to speak English, even he has done some effort to improve their speaking. The research observed 18 students in first semester of English nursing class in AKBID Petro Husada Mandau and found that the students speaking in classroom was very poor. Even the research had produced some statement to stimulate them to speak, most of them just kept silent. There were only four students using English actively during the teaching and learning process. There were four students who were able to give responses in English to the research's question. They did not use English if the research did not

start to speak to them. As a result, the students speaking skill was low. The detail information of the average score of student speaking skill indicate that student ability in each aspect of speaking skill was still low. The research found that it was serious problems that need to be solved soon because having good English was very prominent, especially to be able to speak in English.

Furthermore, the research interviewed some students in order to find out their problems in speaking. Based on the result of the interview, the research found that there were some factors why they did not want to speak English.

Firstly, they could not express their ideas due to lack of vocabulary. The initial factor was related to ability of students' to express their idea. It was known that speaking was a complex skill which needs vocabularies. The vocabulary was usually used by the learners as one of their reasons not to speak in English. These students said that they did not know what to say because of lack of vocabulary and had difficulties in using new vocabularies in a sentence. The other reasons were; they also scared to use wrong or inappropriate words in speaking, they forget the words that they want to say, they put too much consideration in grammatical understanding before speaking in English. As a result when the students produce incorrect sentence, other learner laughed. It was reduce their confidence to speak due to the worries of producing ungrammatical sentence. In short, one of the learner's problems in speaking was using the vocabulary in speaking. They were too worried about how to choose appropriate vocabulary and use correct grammar.

Secondly, they were not confident to speak in English. The confidence for speaking was also a prominent factor for learners because it gives great contribution to the learner's achievement in mastering the language. On the other hand, a learner who was good confidence and was not nervous, motivated the other learner to practice the language well therefore they were realized the advantages of being confident in learning English. Moreover, the research also found that the learners have lack of confidence. Some students wanted to say something but they were not confidence enough to utter them in English. In short, confidence was an important indicator to support the learners to have a skill, especially in speaking.

Thirdly, the classroom activities did not support them to speak English. The teaching and learning condition were also another aspect that could influence the learners' ability to use English language in their daily life. An interesting situation in the classroom was also one point which was needed by the students in learning language, especially to improve their interest to produce the language orally. Actually, a research in AKBID Petro Husada Mandau in first semester, the research has tried to create an interesting condition during the teaching and learning process by using game which were close to the students' life and by applying some strategies. However, the student speaking score was still low.

Finally, the research was decided to apply Guessing game during the teaching and learning activities, especially in teaching speaking. It means that the research tried to create situation where the students have to work cooperatively with their partner to develop their speaking skill. So, it was hoped that applying this strategy was able to stimulate the students to speak and develop their idea in speaking.

## **GUESSING GAME**

Games could be applied in teaching and learning English. The idea was supported by Wright, Betteridge and Buckby(1998) who stated that games can be found to give practice in all skills (reading, speaking, listening, and speaking) in all stages on teaching – learning sequences.”

In teaching speaking in the class,the research should have some creativity for teaching and motivate his students. So that they were interested to speak. Wright, Betteridge&Buckby (1984) promotes some speaking classroom activities as follows:

- a. *Picture Games*: Most of these games involve the learners in the relative free use of all language at their command.
- b. *Psychology Games*: These games let us work with the human mind and sense.
- c. *Magic Tricks*: Language can sometimes be exemplified and memorable way through a magic trick.
- d. *Sound Games*: Sound effects can create in the listeners an impression of people and places.
- e. *Card and Board Games*: These games can be adaptations of several well-known card games and board games
- f. *Word Games*: These games were used for spelling, meanings, using words for making sentences.
- g. *True-false Games*: In these games someone makes a statement which was either true or false.
- h. *Memory Games*: These games measure the players' ability to remember different events.
- i. *Caring and Sharing Games*: These games pretend to encourage students to trust and get interested in others.
- j. *Guessing and Speculating Games*: In these games someone knows something and the others must find out.
- k. *Story Games*: These games provide a framework for learners to speak as well as write stories and them with classmates.

In addition, the result of the research was also supported by Nation and Newton’s idea (2009:30-32). Nation and Newton promoted the activities in guessing game consist of three steps. The steps were *stage one, two and three*

*questions, ask and move, and twenty questions.* It seems that they promoted complex and cover the others.

By applying guessing game, the students were able to guess some words. They tried to answer some questions based on the picture. They also figured out some information with classmates. Hence, the guessing game activity can developed many integrated Engwash skills

Harmer (2001) explains that activities in guessing games use twenty question. This game was a useful teaching technique since it can create a true communicative situation and combine the language practice in fun and excitement ways.

Related with theory the research applying guessing game because it was one of strategies that could be applied by the students Moreover, the benefits of using guessing games were as follows; firstly, it was a potential activity given student feeling of freedom to express themselves because they were done activities with their friends and their community, secondly, it was potentially useful to encourage student to interact each other orally and giving more opportunities to student to make turns in speaking during the time allocated as well as they have much chance to speak among them. The game was also easy to admires and flexible in term of subject matter and design. It could improved and develop their communicative skill. Due to the benefits above, the research believes by applying the strategy, the students was changed some mistaken in learning of speaking.

## **TEACHING SPEAKING**

As suggested by Brown and Nation (1997), the goal of teaching speaking skill was to communicate. In this paper, the writer has to emphasize on the efficiency of oral communication so that, the use of the language works well rather than the usage of the language. To support the idea, Hughes (2003) mentions that the objective of teaching spoken language was to develop the speaking ability to interact successfully in that language, and also involves comprehensions as well as production.

Some researches on teaching speaking found that the students have problem to speak English, even he has done some effort to improve their speaking. Even the research had produced some statement to stimulate them to speak, most of them just kept silent. So that, the writer found that it was serious problems that need to be solved soon because having good English was very prominent, especially to be able to speak in English.

Ur (1997:120) explains about the characteristics of successful speaking activity. First, learners talk a lot and the teachers should allocate more time and opportunities for students to talk. Second, every student has a chance to speak and a minority of talkative students does not dominate classroom discussions. Third,

the students have motivation to speak. They are eager to speak because they are interested in the topic and have something new to talk about. Finally, the students are able to express themselves in utterance that are relevant, comprehensible each other, and acceptable level of language accuracy.

It is not easy to gain the characteristic above. There are problems faced by the teachers in getting the students to speak. In the students' point of view, there are some problems why it is difficult for them to speak. Ur (1997:121) states some factors that make speaking are difficult. They are inhibition, nothing to say, low or uneven participation and mother tongue use. Speaking requires some degree of real-time exposure to an audience. Students are often worried about making mistakes, fearful of criticism, or shy of attention their speech attracts. It makes students afraid to speak English. The students cannot think of anything to say and they have no or only little motivation to express their ideas or opinion. Participation in speaking also becomes big problem in speaking class. Only one student can talk in one time if he/she wants to be heard, and in a large class this means each student will have only a very little time taking. This problem may be compounded by the tendency of some students who like to dominate, while others speak very little or not at all. Finally, mother tongue is one of the problems in speaking. In classes where lots of students share the same mother tongue, they may tend to use it, because it is easier. The students feel unnatural to speak to one another in a foreign language, and they feel less exposed when they are speaking in their mother tongue.

Other problems in speaking are stated by Carol (2008:218). He states that developing speaking skills in a second language is not an easy task. When the learner is not in the target language environment, learning to speak that language will be especially difficult. Since the learners have minimum exposure to the target language and culture which is crucial to understanding sociolinguistics traits (such as genre and speech style), paralinguistic traits (such as pitch, stress, and intonation), nonlinguistic traits (such as gestures and body language) and cultural assumption in verbal communication.

Rubin in Carol (2008:220) addresses nine potential problems that arise during speaking tasks, including pronunciation problems, dealing with recurring mistakes, managing correction, creating practice opportunities, accuracy issues, communication breakdowns, conversation difficulties, comprehensibility, and rules of interaction.

The teachers who found the problem above may not be confused. They should use their experiences and authorities to solve the problems. Ur (1997:121) explains several things that can be held by the teacher; use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, and keep students speaking the target language. Group work will increase

the amount of time the students talk during the given period time. It also lowers the inhibitions of the students who are unwilling to speak in front of the full class. Next, using easy language helps students speak fluently with minimum hesitation. It is also a good idea to review essential vocabulary before starting the activities. And the last, the teacher may point students or group of students who monitor and remind the students to use the target language, and may report later to the teacher.

Other solution is given by Davies (2000:82). He explains some clear implications for teaching. First, the teachers should try to create a relaxed atmosphere in classroom so that the learners are not frightened of speaking in front of the classroom. In this case, the teacher does as many speaking activities as possible in pairs and group, so that the learners can speak English without the rest of the class listening. Second, the teacher has to able expose the learners to naturally pronounced speech and integrates some pronunciation work into the lessons. The students will not learn to pronounce intelligibly, or to develop speaking skill in general, if they do not hear enough natural speech. Finally, the learners are accustomed to combining listening and speaking in real time in natural interaction. The most important opportunity for this is in the general use of English in the classroom.

Teaching speaking in the classroom may be done by several activities. Davies (2000:85) explains types of activity that develop the ability to participate effectively in interaction in classroom and outside classroom. Those activities such as: Problem-solving/decision-taking activities where teacher describes a problem to the learners, or gives them a written description, get the learners in group of three to five, and decide what the best course of action is. Second, discussion and debates. Here, the teacher organizes an informal discussion or a formal debate on a topic of interest to the learners. The learners have to select the topic before the actual discussion or debate. Third, games. Games can create enjoyable and fun in learning. And the last, unscripted role-plays. In this activity, the learners have only a description of a situation and no model script. The learners improvise the discussion in groups and then act out their role play in front of classroom.

Other activities in speaking are explained by Richard (1997). He explains that there are a number kinds of activities focus in speaking, such as giving feedback, conversation, pair work, role play, and group work and class activities.

Brown (1994:256) suggests that there are some suggestions given to overcome students' problem in oral performance. The suggestions are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation, and interaction. Clustering means fluent speech is phrasal, not word by word. Redundancy means speakers' opportunity to make meaning clearer through the redundancy of language. Then, reduced forms

include constructions, elisions, reduced, vowel, etc. Performance variable includes performance hesitation, pauses, backtracking, and correction. The speaker may insert certain fillers such as uh, um, well, you know, I mean, like, etc in pauses or hesitate. Colloquial language means make sure that your learners are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms. Rate of delivery means helping learners to achieve an acceptable speed along with other attributes of fluency. The last, interaction means learning to produce waves of language in a vacuum without interlocutors.

There are some important elements in learning. Lewin (2011) defines it as group, facilitation, experience, feedback, unfreezing, participant observation, and cognitive aids. Other opinion states by Claxton in Ros (2011). He states that teachers can promote learning power through explicitly value and discuss with the whole class, way to talk to group and individuals about their learning and achievement, the activities selected, and model about learning. It can be concluded that important elements in learning are learners, teacher approach and teacher quality, class management, material, and cognitive aids.

Assessment is an important part in teaching and learning process. In teaching speaking, there are some indicators of speaking that can be used to measure teaching and learning successful. Hughes (2003:131) states the indicators are accent, grammar, vocabulary, fluency, and comprehension.

## **METHOD**

The research conducted at the first semester of nursing class AKBID Petro Husada Mandau. The school was on KM 9 Jl. Lintas Duri-Dumai. To collect the quantitative data, the research used test and task, while to collect the qualitative data, the research use observation sheet and field note. The data were analyzed with *quantitative analysis* and *qualitative analysis*.

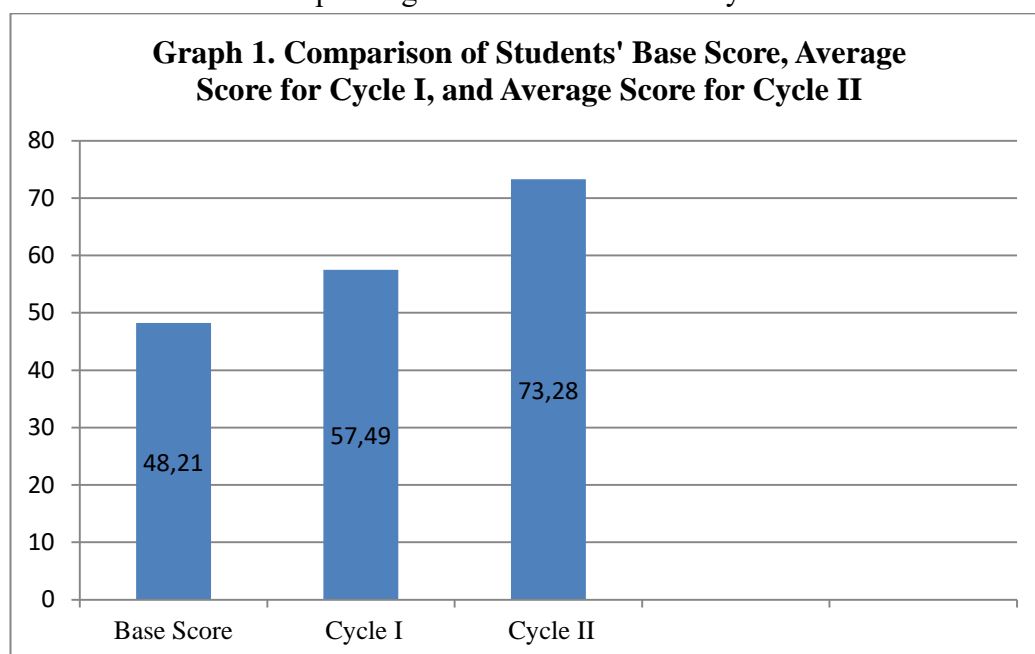
## **FINDING AND DISCUSSION**

The finding of the research contains the average score of the students' speaking for each meeting (meeting 3-5). Here, the improvement of students speaking skill per meeting can be clearly seen. It was indicated that the students speaking skill was better from one meeting to others in cycle one. It can be concluded based on the students' performance in speaking skill per meeting. The score started on 53.80 in the first meeting, then the score was 56, 90 in second meeting and the score was 58, 69 in the third meeting. Finally, in post test 1 the score of students' in speaking skill could reach 60.59. The score indicated that the students were able to speak by using the game.



The research also described the average score of each meeting (meeting 8-10). The result showed that there was an improvement in students speaking skill in this part. The improvement of students speaking skill per meeting can be clearly seen in their score. Based on data collected, the students speaking skill improved in cycle two. It could be concluded based on the students' performance in speaking skill per meeting. The score started on 65.36 in the eight meeting, then the score was 67.36 in ninth meeting and the score 77.62 in the tenth meeting. Finally, in post test 2 the score of students' in speaking skill could reach 82.26. The score indicated that the students were able to speak by using the game.

By looking at the data analysis gained during two cycles, it can be said that guessing game could improve the students' speaking skill. It was supported by the results of the students' speaking test at the end of each cycle.



The data in graph above showed that students' speaking skill could improve significantly from base score, cycle I and cycle II. In pre-test, the average score was 48,21 and at the end of cycle I the average score was 57,49. The result was still low and below the minimum achievement criteria. However, at the end of the cycle II, the average score was 73,28. This score improved significantly.

Based on the research finding, it can be concluded that applying guessing game can improve the students speaking skill in nursing department at first semester in AKBID Petro Husada Mandau. Guessing game improved the students speaking skill. One factor that affected the improvement was the students activity.

The research also revealed that there were some factors that influence the improvement of students' speaking skill through guessing game, the several factors were material, classroom activity, classroom management, research approach and research strategy.

The first factor that influenced the changes of students' speaking skill was the material used during the research. The materials were current and familiar to the students. The students answered the questions of the topic given. They can devolve the meaning of the topic. Therefore the students' felt glad in playing guessing game because the students' speaking skill could be improved by the topic that they dwascussedin the game.

The materials used for each meeting were current and familiar for them. From the result of interview, the students felt that the materialwas not hard to understand because the material was easy and simple to learn. The interview showed that the material during the teaching and learning process was not difficult to be interpreted by all students. The research invited some students to answer some questions and also guess some word based on the picture. The student can explain what the material talked about. They also guessed the word given to them.

The second factor that influenced the improvement of students' speaking skill was the classroom activities. In playing guessing game, the students involved actively in the teaching and learning process. They can guess some words in the picture and they could answers the questions.

In the classroom, the students can appreciate the role of playing guessing game. They played *ask and move*. In here, the students were asked by another classmate. They got new information to add the data. In short, every student had progressed how to apply the game. The interview result showed that the classroom activity in teaching and learning process were good in developing the studnets ability in understanding grammar. Through classroom activity they explored their knowledge to know about some rule in grammar.

Robert in Richard (2002) who proposes that the focus of communicative approach was authentic communicationsaid that extensive use was made of pair and group activities that involve negotiation of meaning and information sharing and fluency was priority.

According to Richard (2002), the research strategy was a way of engaging all of activities and material into a classroom. The research responsibility was to mix the materials that were appropriate with the classroom activities.

The third factor was classroom management. It was an important factor that influenced the students' activities changes in speaking skill. The research controlled the students' activity so that it could improve the students' speaking skill. Beside that, the research also guided and gave reinforcement during the process of teaching which help the students in understanding of this game.

The research controlled all activities in this game. The students conducted the guessing game properly. They guessed some words in the white board. They made some keys to the guesser. Other students got easy to guess the words.They enjoyed the speaking class through thwas strategy.

The fourth factor was research approach. The research approach also influenced the students' attitudes towards playing guessing game in the classroom. The research, who always motivates the students to be able to speak English through guessing game, hoped the students can speak English fluently. The students' understanding about the game also influence their behavior. As mention before, this game made the students fun and enjoy. Moreover, the research was very kind to all the students in the classroom. So that the students could enjoy the speaking class.

The research behavior and attitude in motivating the students to speak also influenced their motivation to speak fluency in the classroom. He tried to build the classroom atmosphere more fun and enjoyable. He was kindly to all the students because they can apply this game. From the interview, it was clearly seen that the students appreciated to play this game. They got comprehension of the speaking skill. They can implement the kind of speaking through this game. They also recognized some new words for their vocabulary mastery. The students got to develop and recognize their speaking skill.

The last factor was research strategy. The research strategy also influenced the changes of students speaking skill. The research applied some strategy of the guessing game. In addition, research strategy also played significant role in improving the students speaking skill. Through the strategy, the students could develop their speaking skill and became more active in the classroom. The research applied guessing game in teaching speaking. The strategy was really helpful in guiding the students to learn speaking. From the interview result, it showed that strategy made them learn speaking more effectively. They also produced high mark in speaking. They can develop their own comprehension of the speaking skill.

The research found that students could improve their speaking. It caused by several factors such as the students were able to comprehend the material. The topics were easy for them, the classroom activity made them happy and fun because this activity provided the students an opportunity to deliver their idea without interruption. Moreover, the research gave punishment to the students who were noisy in the class and made the student to do the learning process with seriously and fun at the same time. The research approach made the students happy. Finally, research strategy also played an important role in improving students' ability in speaking skill because the research arranged some strategies to teach them like give a simple word and simple playing in the classroom.

After conducting the research, the research finally found that applying guessing game in teaching speaking skill can improve the students' speaking skill at the first semester students of AKBID Petro Husada Mandau.

## CONCLUSION

This mini research was a classroom action research. This study was conducted to identify whether guessing game can improve the speaking skill of nursing department students of AKBID Petro Husada Mandau and to identify the factors that influence the changes of the students speaking skill. After conducting the study in two cycles, the research comes to the following conclusion.

1. Based on the findings and discussion, it could be concluded that the use of guessing game improve the students speaking skill at first semester of nursing department at AKBID Petro Husada Mandau. The finding shows that all of the indicators in this research such as accent, grammar, vocabulary, fluency and comprehension get promising in each cycle of the research.
2. In addition, the research observed that the important factors that supported the students' improvements in speaking skill through guessing game were material, classroom activity, classroom management, research approach and research strategy.

Guessing game can be chosen as one of the ways to help the students to improve their speaking skill because the playing guessing game lets the students to add their vocabulary and fluency in speaking. The result of the research can be considered by the English researches because it has been proved the effectiveness of guessing game to improve students' speaking.

## REFERENCES

- Brown, R.S.and Pau, N.1997. *Teaching speaking: suggestion for classroom*. Retrieved from <http://www.jalt-publication.org/tit/files/97/jan/speaking-html>. on May 03, 2008
- Byrne, D. 1984. *Language learning in the Classroom: Teaching Oral English*. Hong Kong: Longman.
- Davies, Paul. (2000). *Success in English Teaching*. China: Oxford University Press.
- Hadfield, J. 1990. *Intermediate Communication Games*. London: Nelson.
- Harmer, J. 1985. *The Practice of English Language teaching*. New York: Longman press.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Malaysia: Longman.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current Language*. Oxford: Oxford University Press.

# AL-ISHLAH

-----*Jurnal Pendidikan*-----

- Hughes. A.2003.*Testing for Language Teaching*.Cambridge: Cambridge University press.
- Jacobs, G. M. (n.d.). *Using games in language teaching*. Retrieved October 20, 2010,from <http://www.georgejacobs.net/MIArticles/Games%20for%20Language%20teaching.doc>
- Hurfurd, Ros.(2011). *How was My Own Development as a Learner Influenced the Changes I have Made in the Way I teach*. Retrieved, Friday, 29 April, 2011. <http://www.actionresearchnetwritings/tuesdayma/roshurfurdull.htm>
- Klippel, Friederike.1994. *Keep Talking*. Cambridge: Cambridge University Press.
- Lewin, Kurt. (2011). *Groups, Experiential Learning and Action Research*. Retrieved, Friday,29 April 2011. <http://www.infed.org/thinkers/et-lewin.htm>
- Long M.H. and Jack, C.R. 1987.*Methodology in Tesol*. Boston: Heinle&HeinlePublwasher.
- Nation, I.S.P., and Newton, Jonathan. 2009. *Teaching ESL/EFL Lwastening and Speaking*. New York: Routledge Taylor&Francwas Group.
- Nunan, David. 1987. *Second Language Teaching & Learning*. Boston: Heinle&Heinle Publwashers.
- Richard,J.C. (1997). *New Interchange*. : Cambridge: Cambridge University
- Ur, Penny.(1997). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Webster Merriem, 1986. *Webster's Third New International Dictionary*. Springfield, Merriem Webster inc.
- Weir, C.J. 1993.*Understanding and Developing Languange Testing*. New York:Prentice Hill.
- Wright, A., Betteridge, D., &Buckby, M. 1984. *Games for Language Learning*. Cambridge: Cambridge University Press.