THE USE OF GUESSING GAME TO IMPROVE SPEAKING ABILITY AT THE EIGHT CLASS STUDENTS OF SMPN 1 BONTONOMPO SELATAN GOWA

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ARTICLE INFO	ABSTRACT
	The purpose of this study was to examine how students' speaking abilities improved after playing a guessing game in which teachers can introduce real objects in accordance with the lesson's theme to aid in the teaching and learning of speaking. We'll be looking at how well people can say and pronounce nouns in different contexts. To collect data, the researcher used the pre-xperimental technique, which included a pre-test treatment and a post-test design. The study's sample consisted of 16 students from SMPN 1 Bontonompo Selatan's class VII A. A guessing game was used to gather the data for this study. Investigation found that the pre-test score was 41, while the post-test score was 75,44. Additionally, this study shows that the t-test result (27,04>1.713) was bigger than the t-table value. According to this, the null hypothesis (H0) was rejected whereas the alternate hypothesis (H1) was accepted. SMPN 1 Bontonompo Selatan's seventh-grade students' speaking skills were boosted by the use of a guessing game.
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INTRODUCTION

In the process of teaching and learning English, students are guided to have four language skills, namely speaking, writing which are included in productive skills, reading, and listening which are included in receptive skills. However, even these skills are the main goal in most English language teaching and learning. in fact, many students who study English at school still have difficulty in applying English as their foreign language, especially in oral skill.

Giving speaking lessons from an early age is very important for students because speaking makes a central contribution to communication. Can express, and convey thoughts, ideas, and feelings orally.

According to Ladouse (1991), speaking has described activity as the ability to express oneself in situations, or activities to report actions or situations with appropriate words, or the ability to speak or express a sequence of ideas fluently.

To support students' speaking ability, they need to improve their vocabulary, pronunciation, and fluency. In addition, Kipple (2012: 34) basically, the rule of guessing game is very easy to apply, someone know the vocabulary and the others are trying to find it. For the adjustment of the pronunciation of English words, when students in the guessing game activities guess several words automatically or at the same time, they are directed to say the guessed English words. In this case, Byrne (1980, p.21) views that word guessing means naming objects, spelling objects, saying something about objects and making sentences using objects. (Amir, 2010, p.3-4).

For enthusiasm and confidence guessing activities can develop students' courage and reduce their fairness in using language. Chandra (2008) said that the games are also believed has positive effect because students' motivation and interest in studying English can improve their speaking ability, therefore Dwiyantin(2009) said that games is one of technique that researcher can apply is teaching speaking since games is one of potential activity that gives students feel free to express themself (Dwiyanti, 2009, p.3).

By the explanation above, that guessing games effective to improves speaking ability at the eight class students of SMPN 1 Bontonompo Selatan.

RESEARCH METHOD

This study employed a quantitative research design with a pre-Experimental design. The purpose of pre-experimental study is to see what effects employing the guessing game has on improving speaking abilities. Pre-test and post-test are used in this study for one class. The guessing game will be used to improve the students' writing skills in the experimental class.

1. Indicators

   The indicators of this research are pronunciation and vocabulary.

   Research Instrument

   In this study, the instrument would be a test that consists of a speaking test. The goal of the test is to determine the effectiveness of the guessing game in teaching speaking to SMPN

BONTONOMPO SELATAN first-graders in the academic year 2021/2022. The test would classify the results based on the table band scale for speaking scores.

Data Collection Procedure

The method used to gather data in this study mostly involves a speaking test. The researcher treated the presentation of material at four meetings in this study. Guessing game method was applied in this test, each meeting lasted 45 minutes. Before the treatment was given, the researcher distribute test namely pre-test to students and post-test was distribute after words. The procedure is presented as follows:

1.Distributing pre-test

Pre-test distribute to measure prior capability in speaking English. Pre-test was about expressing idea orally by object presentation. The researcher provides random pictures in envelopes and then the researcher require.

2. Treating patients

The treatment would be divided into four separate sessions, each of which would focus on a different topic.

a. Initial encounter

The following are the measures to take at the first meetings:

Informing the students that class will begin at 10.15 am was an important part of the research.

a. The researcher presented a straightforward explanation of how to teach vocabulary using ostensive methods.

b. Students were asked about the goods they have in their homes by the researcher.

c. Images of everyday items were provided by the researcher, and participants were then tasked with deciphering their significance.

d. Students were received a voice note from the researcher explaining how certain words should be pronounced.

e. In order to help students, pronounce nouns correctly, the researcher transmitted videos.

For the next stage, we'd go back to the initial meeting and do it all over again. A theme like "body parts," "animals," or "fruits" would be the focus of the subsequent meetings.

Giving a follow-up test

After the treatment was completed, the researcher would conduct a post-test in the form of a vocabulary test by visiting the homes of the kids. A word post-test was given to gauge the progress of students who had received four sessions of therapy. The test consisted of three numbers, and students had 30 minutes to complete it. Things at home, sections of the body, animals, and fruits are all included in the vocabulary exam.

Technique of Data Analysis

The data collected from the sample will be analyzed using the following techniques by the researcher in this study.

1. Converting students' score by using the following formula:

$$Score = \frac{S \text{ students' correct answer}}{total \text{ of question}} \times 100$$

Source: (Rosmala Sari, 2004)

2. Converting mean of experiment class, the formula was:

$$\underline{X} = \frac{\sum X}{N}$$

Where: $\underline{X}$ = Mean
$\sum X$ = Sum all of scores
N = Number of students

(Gay, 2016)

Table 1. Classification of scores

SCORE	CLASSIFIED
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Average
56-65	Fair
46-55	Poor
0-45	Very poor

The rubric was adapted by the researcher to fit the requirements of this research procedure, i.e., the "Who Am I?" guessing game. Students' post-test descriptive texts were evaluated using this rubric's element.

RESULT AND DISCUSSION

 A. Findings

A t-test, mean, standard deviation, and a comparison of the pre- and post-test scores were used to arrive at the study's conclusions. The following are the findings:

1. Pre- and Post-Test Classification of Students' Scores This section explains how well the pupils were able to talk in front of their peers. Students' pre- and post-test scores were divided into the following categories and percentages:
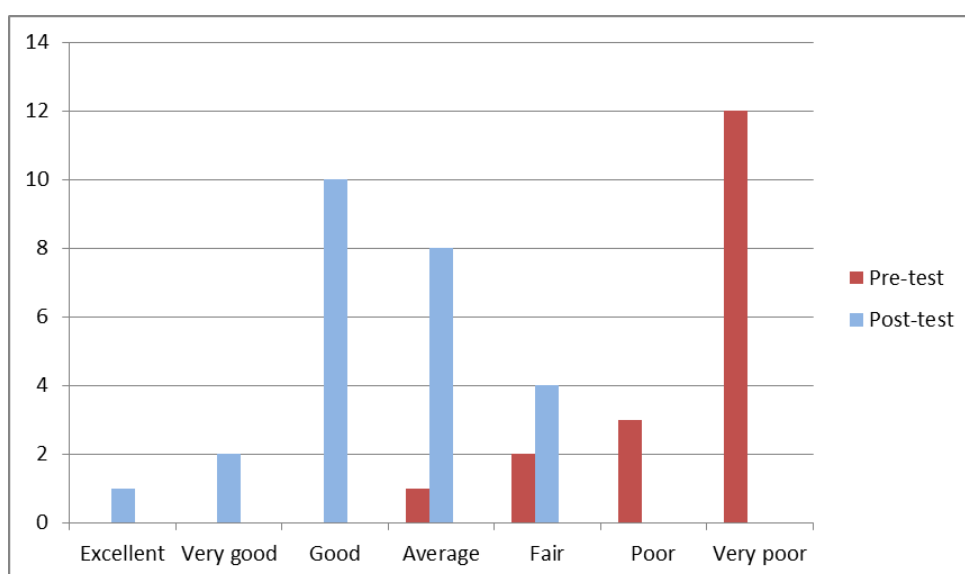

Figure 1. The Result of The Students' Pre-Test and Post-test

According to the data in the table above 1 (4%), 2 (8%), 6 (24%) and 16 (64%) of students scored poorly in the pre-test, respectively, there were 4 (16 percent) kids who received a fair score, 8 (32 percent) children who received an average score, 10 (40 percent) students who received a good score, and 2 (8 percent) students who received an excellent score in the pre-test.

2. The improvement Students' Speaking Ability

Students were given the twice test to help the researcher answer the question posed in the first chapter. Before starting treatment, the patient had to take a pre-test. After therapy, a post-test was administered. Students' pre- and post-test mean scores are shown in the table below:
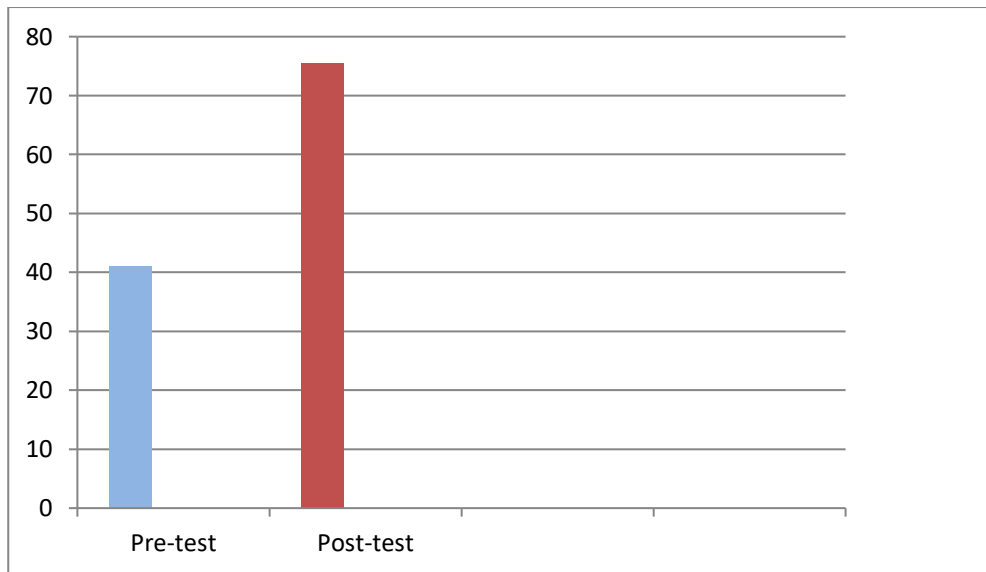
Figure 2. The improvement Students' Speaking Ability

For the pre-test, a mean of 41 was rated as "extremely poor," while the post-test score of 75,44 was considered "average." This means that students' post-test scores were greater than their pre-test scores, indicating an improvement of 81%.

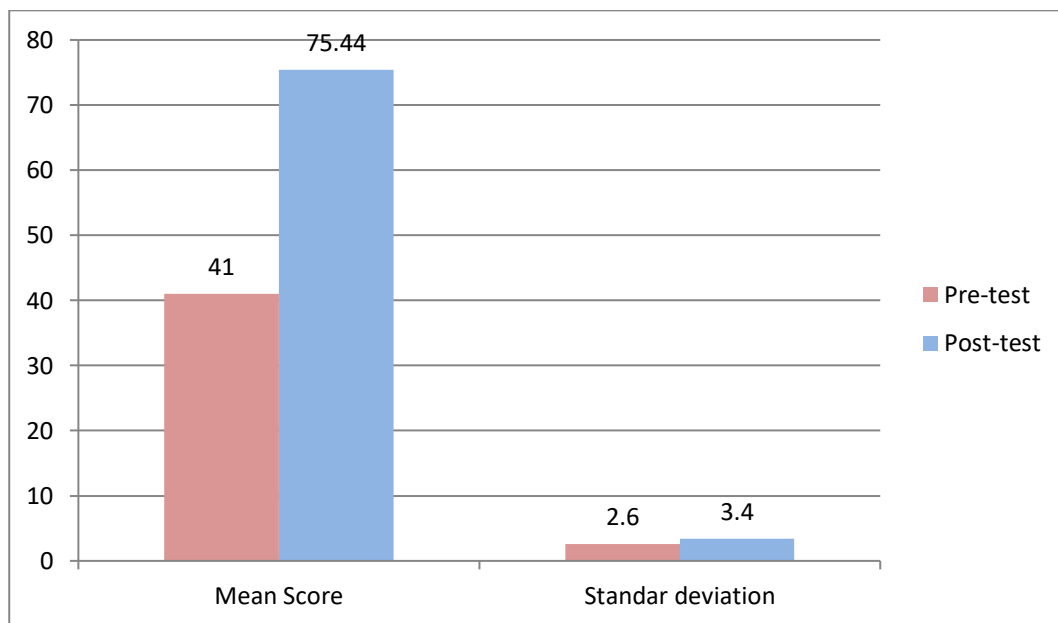3. The Mean Score and Standard Deviation Students' Vocabulary Mastery

Figure 3. Mean Score and Standard Deviation

4. The Significance of the Students' Speaking Ability

It was necessary to assess the significance level (p) of the correlation between the two variables (before and post-test) using t-test analysis with df = N-k, where N=16 students and k=The number of variables. In this case, the independent sample t-test statistic retrieved from the t-table is 1.713 t-test statistic. The t-test results are shown in the table below.

The end result shows that the *t-test* score for the final score of students' speaking ability was (27,04>1.713) as shown in the table above, which indicates that the *t*-test value was more than the *t*-table. This illustrates that the pupils' speaking abilities improved significantly after utilizing the guessing game. The alternative hypothesis (H1) was also declared to be accepted, whilst the null hypothesis (H0) was rejected.

With this data set, the researchers found that teaching students to talk with the guessing game was an excellent method for enhancing their speaking skills.

B. DISCUSSION

Students at SMPN 1 Bontonompo Selatan's VII grade have improved their speaking skills through the use of a guessing game learning method, according to the study's stated goal of describing the process of using ostensive methods to help students in the seventh grade enhance their speaking skills.

It was determined that a KKM of 84 percent of students who passed the test was achieved by a total of 10 of 16 students who took the test. Using data collected from the guessing game, it is possible to see how the students' speaking abilities have improved since the implementation of the game to the pupils of SMPN 1 Bontonompo Selatan's seventh-grade kids. Students' speaking abilities increased greatly following therapy with the guessing game, according to a test conducted in the manner indicated in the preceding section. After receiving treatment, the students' speaking skill considerably improved. Prior to receiving treatment, the students' speaking ability was classed at a poor level.

On the basis of a review of the data the mean pre-test score is 41, and the post-test score is 75,44, with an 81 percent chance of improvement from pre-test to post-test. The test value was 27.04, with a standard deviation of 2.66 and a standard deviation of 3.40 from the pre-test. As a result, it may be concluded that the students who were tested by using the guessing game received higher grades.

Employing a guessing game, the quantitative data from the test sheet includes nouns such as things at home, sections of the body, animals and fruits.

CONCLUSION

Researchers concluded that the guessing game method in teaching and learning helped improve the speaking ability of students in the seventh grade at SMPN 1 Bontonompo Selatan, as well as their participation in the teaching and learning process, and their knowledge of household items, parts of the human body, animals, and fruits, among other things. A substantial difference was found between the t-test (27,04) and the t-table (27,04) values (1.713).

B. SUGGESTION

The researcher made a number of recommendations based on the findings above, including:

1. In order to keep students from becoming bored, teachers should be more imaginative in their lesson plans.
2. As a result, children who do not own a smartphone need to be supervised by the teacher.
3. During the course of the learning and teaching process, the instructor should be patient with the students' questions and arguments.

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Journal of Language Testing and Assessment