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The Effectiveness of Guessing Game Technique in Improving Students Speaking Skills

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Abstract
This paper is an attempt to sketch the effectiveness of guessing game technique towards the improvement of the students' speaking skills. Data were collected from 25 tenth grade students of SMAN 1 Palopo who were selected randomly. Data collected through speaking test were analyzed quantitatively. The result of data analysis shows that there are significant differences before and after giving the treatment. The mean score in the pre-test is 41.80 and in the post-test is 62.00. Moreover it can be seen by comparing the result of the t-test where p-value is smaller than significant level (α (0.05 < 0.05). Therefore, H_0 is rejected and H_a is accepted. Based on the result, the researchers conclude that guessing game technique is effective in improving students' speaking skill at SMAN 1 Palopo.

Keywords: *guessing game technique, speaking skills, effectiveness*

1. Background
Most English as a Foreign Language (EFL) learners believe that of the four macro skills of the language, it is the productive skills which are difficult to perform compare to the receptive skills (speaking in the case of this study). Speaking is very important as it is used to express ideas, opinions, thoughts, and feelings. According to Prabawa (2016) speaking is an activity used by someone to communicate with other(s). It takes place everywhere and has become part of our daily activities.

Speaking is one of the skills that are taught at school. However, it is considered as a difficult subject. Fairanto & Harmaini (2017) argue that there are several reasons of having difficulties to speak. First, the students often do not have self-confidence in speaking because they often feel afraid of making mistake. Second, the students do not have motivation to perform their speaking skill in front of class. Third, the teaching technique and teaching materials are not interested for the students. Beside that most students are not able to express their ideas or their opinions in oral communication because they often still use Indonesian and mother tongue in learning process in English class. The students do not speak English well because they lack of practice.

On January 19th, 2019, the researchers did interview to the teacher of English of the tenth grade students of SMA Negeri 1 Palopo. It was found that most of the students were still difficult in speaking for some factors. Among others are: the students' lack of vocabulary, less enthusiastic, less motivation, and lack of self-confidence as well as afraid of making mistakes in pronunciation. In addition, the lack of learning media provided by the school is also one

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514

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1. Background

Most English as a Foreign Language (EFL) learners believe that of the four macro skills of the language, it is the productive skills which are difficult to perform compare to the receptive skills [speaking, in the case of this study]. Speaking is very important as it is used to express ideas, opinions, thoughts, and feelings. According to Prabawa (2016) speaking is an activity used by someone to communicate with other(s). It takes place everywhere and has become part of our daily activities.

Speaking is one of the skills that are taught at school. However, it is considered as a difficult subject. Farianto & Harmaini (2017) argue that there are several reasons of having difficulties to speak. First, the students often do not have self-confidence in speaking because they often feel afraid of making mistake. Second, the students do not have motivation to perform their speaking skill in front of class. Third, the teaching technique and teaching materials are not interested for the students. Beside that most students are not able to express their ideas or their opinions in oral communication because they often still use Indonesian and mother tongue in learning process in English class. The students do not speak English well because they lack of practice.

On January 19th, 2019, the researchers did interview to the teacher of English of the tenth grade students of SMA Negeri 1 Palopo. It was found that most of the students were still difficult in speaking for some factors. Among others are: the students' lack of vocabulary, less enthusiastic, less motivation, and lack of self-confidence as well as afraid of making mistakes in pronunciation. In addition, the lack of learning media provided by the school is also one

factor in student difficulties in speaking. The researchers did not only interview the English teacher but also interview the students. After interviewed the students, it was found that most of them feel bored and lazy in learning speaking because the teaching techniques used by the teacher are less attractive. In addition they considered speaking skill as the most difficult to learn. They also were not confident to speak English and they were afraid of making mistake.

From the problems above, the researchers is interested in finding a new way in teaching speaking. It is assumed that the students will be more interested in speaking when the teachers use the interesting technique in teaching English. Therefore the teacher should be able to find effective technique for teaching speaking. The use of effective technique can help student active, motivate, and make students interest in speaking. One way to improve the students speaking skill is using guessing game technique. Guessing game is a game in which the participants complete individually or in teams to identify something that indicate obscurely. Guessing game can be applied in teaching speaking because it gives students opportunity to practice speaking directly.

Surakarta (2016) argues that guessing game which can be applied in the class can make the teaching learning process more interactive than before. Guessing game is better way in teaching speaking because through guessing game the students become more interactive with other students, and therefore the students can explore their ideas and discuss them in learning process.

2. Methods

This pre-experimental research was conducted from March to May 2019 at the tenth grade students of SMA Negeri 1 Palopo to ascertain the effectiveness of guessing game technique in improving speaking skills of the students. Data were collected by using speaking test both pre-test and post-test from 25 students of SMAN 1 Palopo who were selected randomly. The test consisted of three parts. The first part was about students' personal identity that consisted of 5 questions, the second part was about students' idol that consisted of 3 questions, and the last part was about students' unforgettable experience that consisted of 3 questions. The researchers recorded the students' speaking for later analysis. The researchers gave 11 questions to the 25 students individually in front of the class alternately.

To know the significant influence of guessing game technique toward the improvement of students' speaking skill, the researchers analyzed and compared the students' scores of the pre-test and of the post-test. The researchers gave treatment, in four meetings. In the first meeting, the researchers explained and gave examples about simple past tense. Before explaining the rules of the game, the researchers divided students into five groups and each group consisted of five students. The researchers distributed the crowns which contained specific words functioned as a clue. Then, the students made guessing game activity with every group came in front of the class alternately. The researchers asked to students to form a line. The first member of group gave description related to the key words and her/his friend guessed it until the last member of group.

In the second meeting, the researchers explained material about simple perfect tense. The researchers divided the students into five groups. The researcher provided some roll papers that have word in a bowl

Every member of group was alternately gave description or clue to her/his friends about the key word. The other members of group guessed what it was about. The researchers asked every group to form a line. The first member of group described the key word and her/his friends guessed the word.

In the third meeting, the researchers explained material related to topic of an advertisement. The researchers prepared some pictures that have embedded in plano paper.

The researcher divided students into 5 groups of 5 students and asked them to form a line. The researchers distributed small paper that contained key words. The first member of group gave description of the key words and her/his friend looked for the picture that related to the description that has embedded in the plano paper. It was done alternately until the last member of the group. In the fourth meeting, the researchers explained material about report text and prepared some word sticks to the students. After that, the researchers asked the students to form a circle, gave them word sticks and made a sentence that related with the key word for their friends to guess the word.

Data collected through the test were analyzed by adapting Brown’s scoring classification of speaking test which consists of four aspects: grammar, vocabulary, pronunciation, and fluency. To determine the mean score, standard deviation, and test of significance, the researchers used SPSS program.

3. Results & Discussion

This section covers results and discussion. This study tried to describe the guessing game technique used in teaching speaking. There are four aspects describe in this study, they are: grammar, vocabulary, pronunciation, and fluency. After calculating and analyzing the data at the finding, the researcher presented the interpretation of the data.

Table 1. The students’ classification score and percentage in the pre-test and the post-test

No	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	86-100	0	0	0	0
2	Very Good	71-85	0	0	4	16
3	Good	56-70	2	8	13	52
4	Average	41-55	9	36	8	32
5	Poor	26-40	10	40	0	0
6	Very Poor	<25	4	16	0	0
Total			25	100	25	100

Adopted from Heaton (in Wanbebo et al.,2018)

Table 1 shows the students’ classification score and percentage in the pre-test and the post-test. In the pre-test, the majority of the students are in poor and average classification while in the post test are in good classification. In other words, the percentage of the students who are in good classification is higher than in the pre-test. It means that the students’ speaking skill improves after giving the treatment by using guessing game technique.

The bar chart below shows the students’ score classification in the pre-test and the post-test.

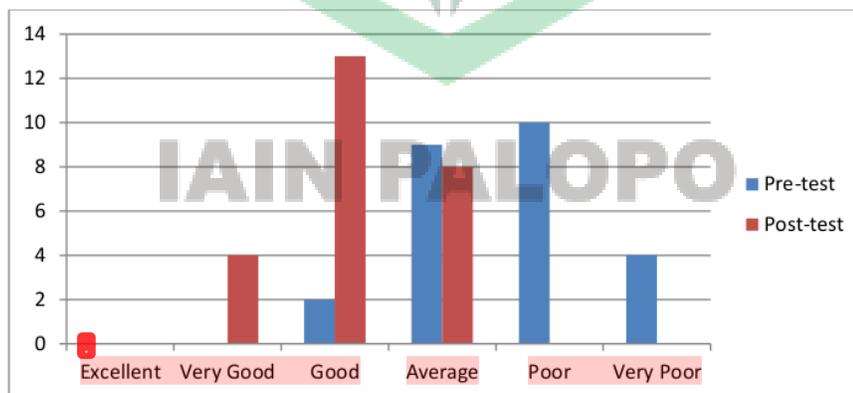


Table 2. The mean score and the standard deviation of pre-test and post-test

Type of Test	Mean Score	Standard Deviation
Pre-Test	41.80	11.262
Post-Test	62.00	10.408

The mean score and standard deviation shows the difference score in the pre-test and post-test. The mean score of the pre-test is lower than that of the post-test. This means that students' speaking skill improves after giving the treatment. The table 2 also illustrates that the standard deviation of the pre-test is 11.262 (lower) and of post-test is 10.408 (higher).

Table 3. Normality test of the pre-test and the post-test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.123	25	.200	.932	25	.097
Post-test	.136	25	.200	.967	25	.578

Table 3 illustrates the result of normality test which is based on Shapiro-Wilk test. The results is that the significance value of testing of the pre-test is 0.097 and of the post-test is 0.578. The pre-test shows that α (0.05) < Sig (0.097) and the post-test shows that α (0.05) < sig (0.578). It can be concluded that H1 is rejected and H0 is accepted. It means that the data of the pre-test and the post-test are normally distributed.

In the pre-test, the researchers find some weakness in the speaking process, they are: the students lack of grammar, vocabulary, missed pronunciation, and difficulty in fluency. This findings supported by Richards (2008) who claims that there are some typical learner's problems in speaking. Those problems are: lack of vocabulary needed to talk, poor in grammar, poor in pronunciation and fluency. The students' problems are below:

The Lack of Grammar

First aspect being discussed is about the grammar. The result shows that most of students get difficulties in grammar. Some grammatical mistakes that the students do: inappropriate use of to be, to have, pronouns, verbs, singular and plural, and tenses. This is relevant with Widianingsih&Gulo, (2016) findings that among the students' mistakes found in grammar are plurality, articles, verbs or predicates, and tenses used. The examples of students' mistakes are as follow:

My hobby is swimming and singing.

The sentence should be: My hobbies are swimming and singing.

She is have two brother.

The sentence should be: She has two brothers.

I admire her because he has good personality.

The sentence should be: I admire him because he has good personality.

The lack of Students' Vocabulary

The second aspect is about vocabulary. Some mistakes that the students make when using English words are the inappropriate use of English words and the use of wrong class of words as well as parallelism. It happened because they lack of vocabulary. This is supported by Kamil and Hiebert (in Fitriani et al.,2015)who state that the students' mistakes in vocabulary occur when he/she is lack of vocabulary needed to talk and does not know how combine the vocabulary into a good sentence. The examples of students' mistakes in vocabulary are as follow:

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*Because he is very kind and **smile**.*

The sentence should be: Because he is very kind and friendly.

*I was **memory** for **my**.*

The sentence should be: It was memorable for me.

*Her job is **wifehouse***

The sentence should be: Her job is housewife.

Missed Pronunciation.

In this research, the researchers find that many students mispronounce English words. From the data of the students' score in pronunciation, the researchers conclude that most of students have some difficulties when pronouncing English word. Some mistakes that the students make when pronouncing English words are: the students' intonation and stress were inappropriate; many sounds are ambiguous and difficult to understand. The students' difficulties in pronunciation support by Kelly (in Harahap, Antoni, & Rasyidah, 2015) who says that the use of stress and the intonation inaccurately can cause problem. In addition, Hetrakul (in Nasution, 2015) states that the problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English, between pronunciation and writing are different. The examples of students' mistakes in pronunciation are:

Kind	= <i>kin</i> (Kaind).
Idol	= <i>Idola</i> ('aidel).
Her	= <i>hir</i> (he:)
Spend	= <i>Spin</i> (spend)
Unforgettable	= " <i>unforgedebel</i> " (an'fe'get'teibel)

Difficulty in Fluency.

The last aspect to discuss in this study is fluency. In this research, the researchers find some indicators which show the students' difficulties in fluency, such as long pauses, lots of hedges, and silence. Related to fluency, Liao (in Rosdalina, Pipit, and Rahayu, 2014) states that fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. The example of students difficulty in fluency: "*I want...to be a Police and youtuber. E...want to be Police because I want to make my parents happy and help other. E.. I want to be youtuber gamers because playing gamers is my hobby and want to be known...ah I want be a .. youtuber gamers because play gamers is my hobby and want to be known by many people.*" In these sentences, the students often forced into silent and the sentence is difficult to understand.

It is different with the result of the students in the post-test after giving treatments by using guessing game technique. The result of students in the post-test improved. By using guessing game technique, four aspects of speaking to be searched, grammar, vocabulary, pronunciation, and fluency improved. In the post-test the students weaknesses decreased. The students start to improve their speaking skills and they begin to speak better.

The students' transcript in the pre-test:

*When I **Join in scout camp at street independent e and walk ahead**. It was memorable for me because the experiment **change** my character.*

The bold phrases point out that the student lack of grammar. The example above shows the students make errors in using tenses when telling their unforgettable experience.

*My **hobby is** reading book and playing game*

The bold phrases above indicate that the student get difficulty in grammar. Another example shows how students make errors in using plural form and to be.

The students' transcript in the post-test:

*When I went to Sorowako with my friends I felt so happy because I can **visit** many beautiful **places** in Sorowako such as Matanolake and Bumper. It was memorable for me because it was the first time I went to the Sorowako for Camp.*

The example above shows the student's grammar in the post-test after giving treatments by using guessing game technique improved and got better. The example proves that the students are able to use right tenses when tell their unforgettable experiences.

My hobbies are reading book and playing game.

Another example shows that the students has better understanding in using to be and plural form in the post-test after giving treatments by using guessing game technique. Students' mistakes decreased in the post-test. The students start to use appropriate vocabulary required. The improvement of the students' score in vocabulary can be proven by comparing the students' score in the pre-test is lower and the post-test is higher.

The students' transcript in the pre-test:

*I want to be a doctor because. I **went** help people.*

The underline word above shows the student's mistake in word choice. The example indicates that the student still find it difficult in using appropriate vocabulary when speaking before giving treatment by using guessing game technique. The sentence should be *I want to help people.*

Basket Ball

Another example shows that the students are very lack in vocabulary. When the researchers gave question about the student's hobby, the student only answer the question in short, it is *Basketball*. The sentence should be *my hobby is playing basketball.*

The students' transcript in the post-test:

I want to be a doctor because I want to help people and I want to make my parents happy.

The example above shows the students' improvement in vocabulary after giving treatments by using guessing game technique. The students had better understanding to combine and use appropriate vocabularies into a good sentence.

My hobby is playing basketball.

The example above shows that the students improvement in vocabulary. Before giving treatments the student answer the researcher's question in short but after giving the treatments the students have sufficient words, to express their ideas in oral form. It can be proven by the student's word choice when speaking in the post-test.

The third is the students' score in the pronunciation. The students' weakness in pronunciation after giving treatment by using guessing game decreased. In the post-test the students' speech are clear and easy to understand. From the students' score, the researchers conclude that there is improvement of students' pronunciation after giving treatment by using guessing game.

The fourth is the students' fluency. After giving treatment by using guessing game technique to the students, the researchers find that most of the students are confident when speaking. It is supported by Hormaililis (in Harahap, 2014) who argues that fluently is the skill to use in a language spontaneously and confidently and without undue pauses and hesitation. By comparing the score of fluency in the pre-test and the post-test, the

researchers conclude that the students' score in fluency increased after the treatment. The examples of the students' improvement in fluency are shown below.

The student's transcript in the pre-test:

My unforg...ee ... my unfogrttable experience was when I was meet my mother in Makassar.

The student's transcript in the post-test:

My unforgettable experience is when I met my mother in Makassar.

From the data above the researchers conclude that the implementation of guessing game technique can improve students' speaking skill. The improvement of the students' speaking skill also could be seen from analyzing numerical, as the test results were compared between the pre-test and the post-test. The result shows that the mean score of the posttest is 62.00 higher than the pretest which is 41.80.

Teachings speaking by using guessing game technique encourage the students to learn actively. The students enjoyed playing the games; they gave more attention and participation in the classroom. They have opportunity to talk more and practice their speaking skill. Guessing game technique gives the new atmosphere of learning English to the students. The students had more chances to interact with their friends in learning process. The new atmosphere of learning English increased the students' enthusiasm and it can be found that most of the students were active during the learning process.

4. Conclusion

Based on the analysis and discussion in the previous section, the researchers conclude that the use of guessing game technique is effective in improving the students' speaking skill. It can be proven by the fact that the students' mean score in the pre-test is 41.80, lower than in the post-test which is 62.00. Moreover, it also can be seen by comparing the result of the pre-test and the post-test where value of (α) is higher than $(p\text{-value})$ ($0.05 > 0.00$). It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted.

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