IMPROVING STUDENTS SPEAKING ABILITY THROUGH GUESSING GAME TECHNIQUE
(A Classroom Action Research at the Eight Grade of SMP Negeri 2 Gondangrejo in the Academic Year of 2015-2016)

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ABSTRACT

The objectives of this research are as the followings: (1) to find out whether Guessing Game Technique can improve Students Speaking Ability at SMP Negeri 2 Gondangrejo in Academic Year of 2015/2016; (2) to describe the implementation of Guessing Game Technique in teaching speaking at SMP Negeri 2 Gondangrejo in the Academic Year of 2015/2016. This research was conducted at the Eight Grade of SMP Negeri 2 Gondangrejo in Academic Year of 2015/2016. The researcher used Classroom Action Research which was conducted from April until June 2016 at the class of VIIIC. In this research, the researcher conducted two cycles. In each cycle there were two meetings and one test. Each cycle consisted of identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. In analyzing the data, the researcher used qualitative and quantitative data. In collecting the qualitative data, the researcher used interview, observation, questionnaire, and documentation. While in collecting the quantitative data, the researcher used pre-test, post-test 1 and post-test 2. Based on the result of the study, there were some improvements in the students’ speaking ability. It can be proven by the increasing of mean score from pre-test until post-test 1 and post-test 2. The mean score of pre-test was 48.38, the mean score of post-test 1 was 60.88, and the mean score of post-test 2 was 78.13. It can be concluded that Guessing Game Technique can improve the students’ speaking ability. There were significant improvement in the students’ result of study, behaviour, and situation when they were studying in class after the researcher conducting the action. The students can speak in English better. The students speak using correct grammar and get new vocabularies, produce well-pronunciation and comprehend the meaning of each sentences. They speak and communicate using English more fluently. They enjoy the teaching and learning process, the students are also more interactive and enthusiasm in their group discussion. Guessing Game can be an alternative technique to teach speaking ability.

Keywords: Speaking Ability, Guessing Game Technique, Classroom Action Research.
INTRODUCTION

Language is used by all of people to facilitate their communication. Language is a symbol that can help the people to communicate with the others people. Language is very important thing in our daily activity. We cannot interact with other people without language. This, they use language in order to know and understand each other.

English language is international language and it is better that the people can use English well. English language is also to be global communication the singular form. English language is very important to everyone. As a foreign language in Indonesia, English is learned seriously by many Indonesian to have a good prospect in the community of international world.

Recently, English becomes important. English is taught widely at formal school starting from Kindergarten up to Universities even at informal or nonformal school in Indonesia. There are four skills in learning English such as listening, speaking, reading and writing. Especially speaking English language which is needed by many people to communicate with the other people in foreign. The success is measured in terms of the ability to carry out conversation in language speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. In this case, speaking make students should be
understand on the elements of speaking, such as grammar, vocabulary, comprehension, fluency, and pronunciation. English language is included as one of the important lesson to the students because through English language the students do not only know about the material but also learn how to speak English well with the other people especially with the foreign people.

The problems of the research were three factors. There were three factors that creates those problems such as the student, the teacher and the school. The first factor was the students. They thought that English lesson is difficult, and the students were not active when learning process, the students could not express their idea through speaking because they were afraid to speak. The researcher did not only do observe but also interview the English teacher. After interviewing with the English teacher, it was found that she also had obstacles in teaching class VIIIC same. She said that the students were not active and afraid to speak when learning process. The second factor was the teacher. The teacher always used same method was made the students bored when learning process. Next to the last factor was school, especially in facilities. The facilities such as laboratory of language which was only used in the last semester and library which was not complete yet especially about English lesson.

Based on the problem above, the researcher solve the problems with the solutions by using guessing game technique. Guessing game technique is a simple game which can be applied in the class. The rules of guessing game is one person knows something that another wants to find out. The first
solution for the students factor were the students always brought dictionary which was help the students to find new vocabulary. When they found new vocabularies it helped the students to speak English language well, they were not afraid to speak English and the students could be more active. The second solution for teacher factor is the teacher should be creative teacher to changes English Lesson to be fun and give opportunity to the students to speak their mind in front of class. The last solution for school factor is that school should make the laboratory of language which is used for every semester in the beginning, middle and the last. If the laboratory is used to all of the semester it will help all of the students easier to learn about english language more than they used only one time. Then school also must complete the book in the library especially English book because it will help the students more interest with the English language more.

Guessing game is simple game which can be applied in the class. Guessing game is a kind of games that will make the teaching-learning process more interactive than before. According to Klippel (1994), “The basic rule of guessing game is eminently simple, one person knows something that another wants to find out”. Then according to Wright (1984: 169), “Guessing and speculating games, someone knows something and the others must find out what it is”. Guessing game is the game which is the activity of teaching and learning process where some students know something and other students find out what it is. It is include fun activities and interesting technique in teaching and learning process.
Using guessing game to improve students speaking ability is better way. Because a lot of advantages if the teacher use guessing game to the teaching and learning process in the class. Guessing games include game that make the teaching and learning process to be effective and enjoyable in speaking class, because through guessing game the students can increase their ability about speaking for example the students become more interactive with the other students, it means that the students can explore their ideas and discuss about the meaning of new vocabularies.

According to Wright and Buck (1990: 73), the steps to apply guessing game are as followings:

1. The teacher give the card to the students which have a word, a picture, which is the word, is new or difficult word that students ever hear it before, from the text related to the topic.
2. The teacher asks the students to describe the word that they get.
3. After preparations, teacher ask the students to write or to speak in front of the class. The students have to give the clue to their friend in order they get the meaning.
4. The rest of the class has to guess the word from the clue.
5. The one who describes the word gets the point if the class can guess the word.
METHODOLOGY

Participants

The research was conducted at SMP N 2 Gondangrejo. This school is located in Jatikuwung, Gondangrejo, Karanganyar. This research was conducted on April until June 2016. The Researcher chose class VIII C in SMP Negeri 2 Gondangrejo of 2015/2016 as object of research. The participants were 32 students. It consisted of 19 boys and 13 girls. The class had middle low ability in English Lesson, especially in speaking ability.

Method

In this research, the researcher used classroom action research. According to Nunan (1992: 17), Classroom Action Research is a form of research which is becoming increasingly significant in language education. Cohen and manion (in Nunan 1992: 18) states that action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context. They also identify collaboration as an important future of this type of research, and states that the aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out. J. Mason and Bramble (1997: 42), state that classroom action research is research designed to uncover effective ways of dealing with real world problems. It can be concluded that classroom action research is kind of method of research which
is increasing language education, beside that classroom action research includes effective ways of dealing with real word problems.

In this research, the teacher gave the students test to measure their ability. The test were in the three ways, they are: pre-test, post-test 1, and post-test 2. Pre-test is the activity was used to measure that students ability before the experimental treatment. Then, post-test is the activity was used to measure that students ability after the experimental treatment has been applied. Pre-test and post-test were used to get the data objectively.

**Collecting and Analyzing Data**

In accordance with the problem faced by the students, an actions based research was conducted. The collecting data was used to gather the information. In this classroom action research, the research used test, non-test and document to collect the data. The first one was test, it used to increase the students ability and knowledge. The second one was non-test. Non-test was include interview and observation. The interview it could occur between teacher and pupil, observer and pupil, and pupil and pupil, and occasionally, teacher and observer. But on the observation, it used if the people research something to get some information. The researcher found a problem by observation after this found the solution for all of the problem. For the last one was document. Difference with the test and non-test. Document more explained about the material. Document like as classroom materials, letters, or examination papers.
The researcher analyzed the data collected by using the procedure as follows: The qualitative data is analyzed using Constant Comparative Method as suggest by Strauss and Glasser in Lincoln and Guba (1985:339). The process includes the following steps: (a) Comparing incidents applicable to teach category. (b) Integrating categories and their properties. (c) Delining the theory. (d) Writing the theory. Analyze the quantitative data, the researcher was used quantitative technique of analysis. The researcher adapted scoring rubric by Brown (2003: 172-173) to the speaking assessment.

RESULT AND DISCUSSION

Firstly, the researcher did pre-research at the Eight C Grade Students of SMP Negeri 2 Gondangrejo on 07th September 2015. The pre-research included interview and observation. The observation and interview were conducted to find out the students’ problems and how was the class condition when teaching and learning process especially in speaking class. The researcher joined in the speaking class to observe whether there were problems or not. As the result, the researcher found that the students could not reach optimally the speaking indicators such as: (1) The students had difficulty to speak with English Language; (2) The students had low ability on Speaking English; (3) The students could not express their idea through speaking because they were afraid to speak. The result said that the classroom conditions were such as: (1) The students had less attention and motivation; (2) The students had less preparation during the English Lesson.
In addition, the researcher held pre-test to verify the students’ problem in English Lesson, particularly speaking activities. The researcher did not use lesson plan and material during pre-test. The students’ performance would be assessed to the rubric elements of Speaking, such as: Grammar, Vocabulary, Comprehension, Fluency and Pronunciation. Each element has 5 categories assessment.

Based on the students’ problem in speaking activities and average of students’ pre-test was 48.38 points, below the KKM standard is 70. After the implementation of guessing game technique, the mean score of post-test I cycle 1 was 60.88. Then, the researcher conducted post-test II with the mean score of post-test II was 78.13. Based on the calculation result after doing treatment through guessing game technique, students’ mean score from pre-test, post-test 1 and post-test 2 increased fastly. It showed that use of guessing game can improve student’s speaking ability.

The research was conducted to improve speaking ability in VIII C class was low. The activity in teaching and learning process was reading the sentences and translated vocabulary of short story in the material. Beside that, the students just listened what the teacher explained. This condition made the students felt afraid to speak and they did not know what to be spoken. But in group, they had responsibility on their task and had to do it together with their friends.

The researcher did the classroom action research in two cycles to VIII C class at SMP Negeri 2 Gondangrejo. In the first cycle, the students were
asked to guess the word. This activity asked the students to give the question and others student answered the question. In this part, the students could cooperate with the other students on their own group and it made them be more interested, fun and also active.

Guessing game technique can improve students speaking ability. It is proven by the researcher when she conducted research in the Eight C grade students at SMP Negeri 2 Gondangrejo. It could be seen from improvement of students’ speaking score. The students’ mean score of pre-test was 48.38. After the implementation of guessing game technique, the mean score of post-test 1 cycle 1 was 60.88. Then, the researcher continued to the second cycle with the mean of post-test 2 was 78.13.

The improvement can be seen from the students’ mean score as follows:

Table 1.1. The result of each test in every cycle

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Score</strong></td>
<td>1548</td>
<td>1948</td>
<td>2500</td>
</tr>
<tr>
<td><strong>Mean Score</strong></td>
<td>48.38</td>
<td>60.88</td>
<td>78.13</td>
</tr>
</tbody>
</table>

**CONCLUSION**

Based on the result of the research which has the purpose improving students speaking ability through guessing game technique at the eight grade of SMP Negeri 2 Gondangrejo, the researcher can take some conclusion as follows: (1) Teaching speaking through guessing game technique can
improve the students speaking ability. It can be seen from the students’ mean score. The mean score of pre-test was 48.38. After the implementation of guessing game technique, the mean score of post-test I cycle 1 was 60.88. Then, the researcher conducted post-test II with the mean score of post-test II was 78.13. Based on the calculation result after doing treatment through guessing game technique, students’ mean score from pre-test, post-test 1 and post-test 2 increased fastly. It showed that use of guessing game can improve student’s speaking ability. (2) Teaching speaking through guessing game technique can improve the situation of classroom. The teaching and learning process is different after the implementation of guessing game technique. The different can be seen from teaching and learning process. The teaching and learning process is more conducive through guessing game technique. In the teaching and learning process the students are more enjoy, confident and comfortable to speak up. The atmosphere of the class really make them to follow the lesson. Before the researcher use guessing game technique, the students are shy to express their idea, afraid to communicate with their friend or the teacher and also afraid to speak up in front of class.
REFERENCES


