THE USE OF GUESSING GAME IN IMPROVING STUDENTS' SPEAKING SKILL AT SMP NEGERI 3 TONDANO

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Abstract : The aim of this study was to determine whether or not employing a guessing game may improve students' speaking skills. The pre-experimental design was employed in this study, with one group pre-test-post-test. For data analysis, the researcher used statistical analysis by SPSS (Statistical Product and Service Solution) version 22 with Paired sample t-test. The Paired sample t-test results suggest that students speaking skills have significantly improved. The mean score of the pre-test before employing the guessing game in teaching is M = 37,78 with a standard deviation of 13.086. After the guessing game treatment, the mean post-test score is M = 60,00 with a standard deviation of 16.270. The total number of students (N) is 18. The study discovered that using a guessing game in the classroom might improve students' speaking skills. It demonstrates that the study hypothesis (H$_1$) is accepted and the null hypothesis (H$_0$) is rejected, or that the outcome has addressed the research question that the guessing game may considerably enhance students' speaking skills. As a result, the guessing game can help students improve their speaking skills.

Keywords : *Guessing Game, Speaking Skill, English Language Teaching*

INTRODUCTION

In contemporary society, communication is fundamental for social interactions, enabling people not only to comprehend others but also to thrive (Pickering & Garrod, 2021). As Tsoumou (2020) suggests language serves as the most comprehensive and impactful means of expressing ideas, conveying messages, communicating intentions, expressing emotions, and sharing opinions with others. As a result, language becomes an essential element in communication. Apriyanti & Ayu (2020) defines speaking as a process through which individuals exchange information, ideas, and emotions. Essentially, speaking involves expressing one's ideas orally to others, serving as a means for a speaker to convey information or messages to listeners (Sari, 2022; Rahayu, 2023). Speaking poses challenges that require increased effort from both learners and teachers (Trinidad, 2020). In Indonesia, mastering spoken English is frequently perceived as the most challenging aspect, primarily because of its intricate components such as pronunciation, sentence structure, discourse, and socio-cultural context (Maru, et al., 2022). It is insufficient for students to solely listen or read; they must also engage in speaking activities to enhance their proficiency.

However, Pawlak (2012) maintains that speaking in a second language poses significant challenges for learners, it goes beyond mere comprehension of grammar and semantic rules. Maqfirah (2018) and Anggreyni (2014) identify several language difficulties faced by students, including the inability to sustain spoken interactions beyond short segments, limited vocabulary for common expressions, lack of communication strategies, slow speech and composing utterances, limited active participation in conversations, and unnatural English usage.

Similar issues are encountered by students at SMP Negeri 3 Tondano, who struggle to speak English due to inadequate communication strategies, unnatural speech, and a lack of self-confidence and bravery. As a result, educators encounter the task of fostering creativity in order to offer students ample chances to improve their oral communication abilities. In light of these challenges, the researcher is motivated to conduct this study with the objective of positively impacting both students and teachers during the process of learning and teaching English, particularly in the enhancement of speaking skills. In order to motivate students to actively engage in English practice and tackle the issues mentioned earlier, teachers can employ various effective and enjoyable techniques, such as incorporating games into speaking instruction.

Games, as stated by Brewster & Ellis (2002), The primary objective of this study is to explore the effectiveness of the guessing game technique in enhancing students' speaking skills. The guessing game is not only a source of motivation and enjoyment but also a valuable tool for developing various language competencies, including vocabulary, pronunciation, grammar, and overall language proficiency. Based on the problem above, this research is conducted to determine whether or not employing a guessing game may improve students' speaking skills. This research is expected to contribute in English language teaching, especially in teaching speaking skills to junior high school students. It is expected that it could have both students and teachers in learning and teaching English, especially to improve students speaking skill.

RESEARCH METHOD

The method of quantitative research was employed in this study. The researcher employed a pre-experimental design, with one group pre-testing and one group post-testing. When doing research, only one group serves as the subject or sample of the study. There are two tests in this design: a pre-test before therapy and a post-test after treatment. The post-test result was compared to the pre-test result. The subject of this study is the 28 seventh-grade students at SMP Negeri 3 Tondano. The primary data collection instrument utilized. In this study, a test was administered as part of the research process. Specifically, an oral test format was employed to assess the students' proficiency in speaking both before and after the treatment.

By examining the feedback obtained from the students' test results, which encompassed conducting both a pre-test and post-test, the researcher could identify noticeable enhancements in the students' speaking skill. The testing procedure was conducted twice, with both instances being oral in nature. During the pre-test, the researcher requested the students to provide a description of one of their family members. which consist of 3 sentences. Then, they have to come in front of the class one by one and read the text fluently. After conducting pre-test, to enhance the fluency aspect of speaking skill in descriptive text, the researcher implemented the guessing game as a teaching method. Following that, the researcher administered the post-test, similar to the pre-test, but with a different set of instructions or guidelines. The students have to describe one of their classmates. And they have to describe it at least in 5 sentences in front of the class. In this research, the validity type used in this research is content validity. To measure the test value, the researcher taught the speaking skill on the descriptive text to the students based on the concept of teaching speaking using the guessing game technique and used the descriptive text materials suggested on the syllabus KD 4.12

The researcher employed a quantitative approach to analyze the data from this research study, calculating data using a statistical technique. The researcher applied the paired sample t-test was employed to compare the data gathered from the speaking test conducted during both the pre-test and post-test stages. This approach is used to determine if the data obtained was significant.

The researcher employed several techniques for data analysis in this study, which included:

1. Descriptive statistics: This technique was used to present the data in a descriptive manner, involving tasks such as gathering data, organizing, analyzing, and presenting it using tables, graphs, or alternative formats are involved in the process of data collection, preparation, processing, and presentation.
2. Normality test: A test for normality was conducted on the data to assess its distribution. Determining the normality of data distribution is crucial for selecting appropriate statistical analyses for subsequent analysis. This test was performed to ensure the appropriateness of the data for statistical analysis is evaluated.
3. The researcher employed the paired sample t-test to analyze the data collected from the pre-test and post-test. This statistical test allowed for the investigation of the average difference between the two sets of data.. The aim was to evaluate the improvement in students' fluency as indicated based on the post-test results following the application of the intervention, the outcomes were evaluated.

FINDINGS AND DISCUSSIONS

The first step done by the researchers is administering the pre-test to know the students' speaking ability. The result of the pre-test is described in the table below.

Table 1. Frequency Distribution of Pre-Test Score

		Frequency	Percent	Valid Percent	Cummulative Percent
Valid	10	1	5.6	5.6	5.6
	20	1	5.6	5.6	11.1
	30	6	33.3	33.3	44.4
	40	4	22.2	22.2	66.7
	45	3	16.7	16.7	83.3
	55	1	5.6	5.6	88.9
	60	2	11.11	11.11	100.0
	Total	18	100	100	

The table above can be summarized in the following histogram.
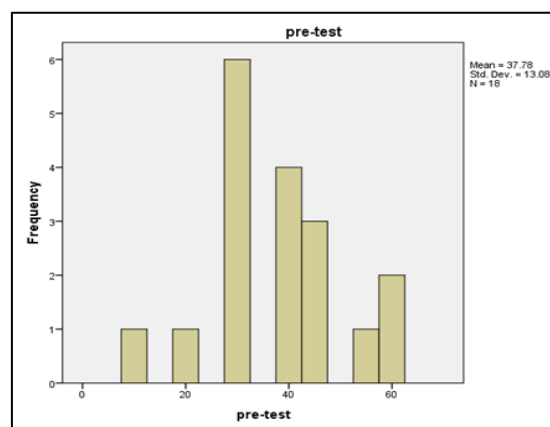
Distribution of Pre-Test Score

Based on the information provided in Table 1 and Figure 1, it can be observed that the distribution of scores among the students is as follows: 5.6% or one student obtained a score of 10, another 5.6% or one student obtained a score of 20, 33.3% or six students achieved a score of 30, 22.2% or four students obtained a score of 40, 16.7% or three students achieved a score of 45, 5.6% or one student obtained a score of 55, and finally, 11.1% or two students obtained the highest score of 60. It is important to note that the highest score in the pre-test was achieved by only 11.1% or two students out of the total of 18 students, while the lowest score was 10.

Based on the result of the pre-test, the researchers then employ the treatment. In

this case, the researchers apply the use of the guessing game. After the treatment, the researcher administers the post-test to analyze the effect of the treatment. The result of the post-test is described in the table below.

Table 2. Frequency Distribution of Post-Test

		Frequency	Percent	Valid Percent	Cummulative Percent
Valid	40	4	22.2	22.2	22.2
	45	2	11.1	11.1	33.3
	55	2	11.1	11.1	44.4
	60	3	16.7	16.7	61.6
	65	1	5.6	5.6	66.7
	70	1	5.6	5.6	72.2
	75	1	5.6	5.6	77.8
	80	2	11.1	11.1	89.9
	85	2	11.1	11.1	100.0
	Total	18	100	100	

The table above can be summarized in the following histogram.
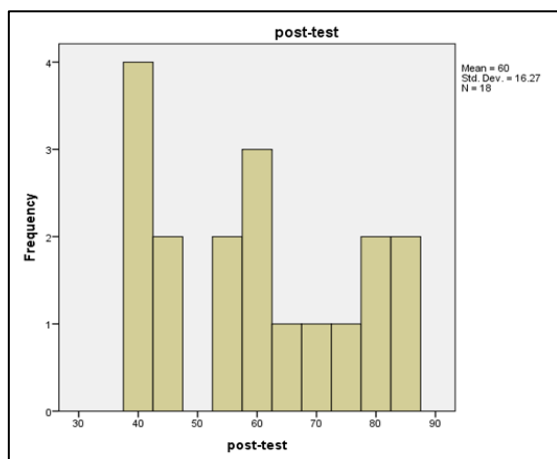

Figure 2. Histogram Frequency Distribution of Post-Test Score

Based on the data presented in Table 4 and Figure 3, the distribution of scores among the students in the post-test is as follows: 22.2% or four students obtained a score of 40, 11.1% or two students achieved a score of 45, 11.1% or two students obtained a of 55, 16.7% or three students achieved a score of 60, 5.6% or

just one student obtained a score between 60-70, 11.1% or two students obtained a score of 80, and finally, 11.1% or two students obtained the highest score of 85. It is important to note that the highest score in the post-test was achieved by only 11.1% or two students out of the total of 18 students, while the lowest score was 40.

The data mentioned above were collected from the research conducted in the academic year 2022/2023, specifically in the 7th grade of SMP Negeri 3 Tondano. The researcher analyzed the data using SPSS version 22 and employed the paired sample t-test for the analysis. The results of the analysis are as follows:

Descriptive analysis

The researcher utilized SPSS version 22 for data analysis. By merging the data from both the pre-test and post-test, the following results were obtained:

Table 3. The Display Data Description Output

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	18	10	60	37.78	13.086
Post-Test	18	40	85	60.00	16.270
Valid N (list-wise)	18				

The data presented in Table 3 provides information regarding the descriptive statistics analysis, the analysis involved computing the minimum score, maximum score, mean, and standard deviation. Through this examination, the average score of both the pre-test and post-test can be established.

The post-test scores showed a significant improvement compared to the pre-test scores, indicating that the use of guessing games in teaching had a positive impact on the development of speaking skills.

Normality test

To analyze the data, a normality test was carried out. This test aimed to assess whether the data followed a normal distribution, which is essential for conducting subsequent statistical analyses. Two common methods for performing a normality test are the Kolmogorov-Smirnov test and the Shapiro-Wilk test. In this study, the Kolmogorov-Smirnov test was chosen as the normality test. Here are the results of the normality test:

Table 4. The Normality of Data Output

	Test	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Result	Pre-Test	.168	18	.192
	Post-Test	.155	18	.200

From the data provided in Table 4, the normality test primarily focused on the significance value derived from the Kolmogorov-Smirnov test. The outcomes of the Kolmogorov-Smirnov normality test indicate that the data adheres to a normal distribution since the significance values surpass the threshold of 0.05.

All the significance values obtained from the Kolmogorov-Smirnov test are above 0.05. This indicates that the absolute requirements for conducting the analysis. The requirements have been fulfilled, and the researcher is able to continue examining the data by utilizing the paired sample t-test.

Paired Sample t-test

The researcher employed the paired sample t-test to examine the mean values. The application of the paired sample t-test necessitates the presence of normally distributed data. By utilizing the paired sample t-test, the researcher aimed to determine whether a substantial improvement existed between the pre-test and post-test data. The outcomes of the paired sample t-test for the subjects are displayed in Table 5.

Table 5. The result of the data Paired Sample T-test

Tests	N	Descriptive Statistics	Paired T-test		
		M (std.D)	t	df	Sig. (2-tailed)
Pre-Test	18	37,78 (13.086)	-11.933	17	0,000*
Post-Test	18	60,00 (16.270)			

Based on the table above, the result of the Sig table (2-tailed) is $0,000 < 0.05$. It means there is a significant improvement in students' speaking skill. Before using guessing game in teaching, the mean score of pre-test is M = 37.78 and std.D =13.086, and after the treatment of using guessing game , the mean score of post-test is M = 60.00 and std.D = 16.270. And total of students (N) is 18 students.

Hypothesis Testing

If sig (2-tailed) < 0,05 that means null hypothesis (H0) is rejected and the research hypothesis (H1) is accepted. However, if sig (2-tailed) > 0,05, then the null hypothesis is accepted and the research hypothesis is rejected. Referring to the calculation above, it was revealed that sig (2-tailed) < 0,05, so that the null hypothesis (H0) is rejected and the research hypothesis (H1) is accepted. Thus, the researcher can conclude that the use of Guessing game in teaching can improve students speaking skill at 7th grade students of SMP Negeri 3 Tondano significantly.

The researcher tested the null hypothesis (H_0) that the use of guessing game can not improve students' speaking skill at 7th grade students of SMP Negeri 3 Tondano and the research hypothesis (H_1) that the use of guessing game can improve students' speaking skill at 7th grade students of SMP Negeri 3 Tondano. as this research was aimed to answer the question about whether the use of guessing game in teaching can improve students' speaking

skill at 7th grade students of SMP Negeri Tondano. According to the data analysis, the mean score of the pre-test before being taught utilizing the guessing game is 37,78, with students scoring as low as 10 and as high as 60. This indicates that the average score was relatively low. After implementing guessing game, The post-test results exhibited an average score of 60.00, ranging from a minimum score of 40 to a maximum score of 85.

CONCLUSION

It demonstrates that the research hypothesis (H1) is accepted and the null hypothesis (H0) is rejected, or that the outcome successfully dealt with the research question that the Guessing Game can considerably improve students' speaking skills. Furthermore, students' scores improved from 37,78 in the pre-test to 60,00 in the post-test. It suggests that using a guessing game in the classroom to enhance students' speaking skills is a success. After conducting her research about the use of guessing game in teaching to improve students' speaking skill, the researcher is likely to give some suggestions. For English teachers: Guessing game is an interesting medium to teach speaking. So, English teachers can use it as one of media in teaching to make students more motivated to learn especially in teaching English. For next researchers: For the next researcher who will conduct similar research should have better preparation before conducting the research. For students: Guessing game can help students in improving their speaking skill. Hence, they can practice speaking every time.

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