

**GUESSING GAME ACTIVITIES TO IMPROVE STUDENTS' SPEAKING SKILL  
AT GRADE VIII A OF SMP NEGERI 1 TANJUNGPINANG**

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**Abstract**

Students' motivation in learning English as a foreign language might be influenced by techniques used in the classroom. This article aims to find out to what extent guessing game to improve students' speaking skill and what factors that influence the students' speaking skill. This is action research which the samples were taken from VIII A class consisted of 32 students at SMPN 1 Tanjungpinang. The instruments in this research were using test, field-note, observation and interview. The result of this research were the technique of guessing game can be applied in teaching speaking because it is more effective, and it is able to improve students' speaking achievement, then the psychological factors such as fear of mistake, shyness, anxiety, and the like that hinder the students from practicing their speaking English.

**Keywords :** *Kegiatan Berbicara, Permainan menerka.*

**Abstrak**

Motivasi siswa dalam belajar bahasa Inggris sebagai bahasa asing di pengaruhi oleh tehnik yang digunakan. Artikel ini bertujuan untuk mengetahui sejauh mana Guessing game dapat meningkatkan kemampuan berbicara siswa dan untuk mengetahui faktor apa yang mempengaruhi kemampuan berbicara siswa tersebut. Penelitian ini adalah penelitian tindakan kelas. Partisipasi dalam penelitian ini adalah siswa kelas VIIIA yang terdiri dari 32 orang siswa di SMPN 1 Tanjungpinang. Instrumen pengumpulan data pada penelitian ini dengan menggunakan tes, catatan lapangan, lembar pengamatan, dan wawancara. Hasil penelitian menunjukkan bahwa guessing game mampu meningkatkan kemampuan berbicara bahasa Inggris siswa selanjutnya faktor psikologi seperti takut salah, malu, gugup dan sejenisnya membuat siswa takut melakukan praktek berbicara bahasa Inggris.

**Keywords:** *Speaking activities, guessing game*

## **1. INTRODUCTION**

This research is aimed to find out whether guessing game can improve students' speaking skill and to find out the factors influence the students' speaking skill at SMP N 1 Tanjungpinang.

Speaking is one of language performance which is well known as the important skill required by all people in the world in line with Brown (2004:140) characterizes that speaking as a profitable aptitude that can be specifically and experimentally observed; those perceptions are perpetually colored by the exactness and viability of a test-takers tuning in expertise, which fundamentally compromises the unwavering quality and legitimacy of a verbal generation test.

Moreover, Murcia (2003:125) explains that the goal of teaching speaking component in a language class should encourage the acquisition of communication skills and foster real communication in and out classroom. It means that every activity in the classroom should give meaningful for students in communication. Speaking is the ability which someone does interaction among the people involved in certain situation. It is caught on that by talking individuals are able to share their thoughts considerations, and sentiments in certain issues to the others individuals around them.

Based on the researcher observation in SMPN 1 Tanjungpinang, it was found that most of students still got difficulties in using English for communication. It is caused by many factors including the limited students' vocabularies and knowledge of grammar, even the method may be used by the teacher in teaching English. The other factor which will impact the students talking capacity is the need of practicing English in their existence.

It was also found that within speaking a few mental components such as modesty and anxiety are considered as the most causes of students' hesitance to talk (Brown:2001). This can be in line with Gebhard (2000) who says that the students' issue in speaking is caused generally by their shyness or anxiety. All these show the significance for teacher to assist students to maximize their learning to speak in English.

Within the educating of English, as one of the profitable expertise speaking activity must focus on how to help students to utilize and to communicate in English (Richard:2008). This is often critical as Richard encourage said most students frequently assess their victory in dialect learning as well as the viability of their English course on the basis of how much they fell they have improve in their speaking proficiency. That is why teachers' endeavors ought to be centered on developing students' ability to speak since learning to speak is considered as the most noteworthy challenge for all language learners.

It shows that the role of teachers in second/foreign language classroom is important in relation to student motivation. In expansion, teachers of second/foreign language may well be a great example for students to move forward their speaking capacity within the target language. Gardner and Lambert (1972) discovered that "teachers identities can certainly influence the states of mind and inspiration of students"(P.9). Students' motivation and teachers' behaviors were in fact related to each other. Students and teachers were two imperative figures within the instructing and learning handle.

In this sense, teachers got to deliver more openings to their students to precise themselves by giving them with talking

exercises that empower them to speak English (Brown, 2001).

An important aspect of speaking activities is how students are made ready to speak. It is bargain with the significance of materials for communicative exercises in the classroom. The teacher really has one critical part in diminishing the issues over The paradigm changing in instructing and learning handle from teacher-centered learning to be student-centered learning is trusted it will be able to propel the students to include effectively in building their possess information.

According to Harmer (1991:46-47), there are three reasons why people communicate. First, people communicate because they want to say something. As Harmer clarified, the word need refers to deliberateness want the speaker has in arrange to precise messages to other individuals. Essentially expressed, individuals talk since they fair do not need to keep quiet. Moment individuals communicate since they have a few communicative reasons. By having a few communicative reasons it implies that the speakers need something to happen as a result of what they say. Finally, when people communicate, they select from their language store.

Speaking or verbal communication has been considered as an imperative language expertise for moment remote language of learners. T is also clear that, naturally, to speak is not only to convey a message that someone else needs or to get information which has not been known, but more importantly to associated with other individuals. Shumin, (2002:208) expressed that interaction is the key to educating language for communication among students within the handle of language learning and classroom exercises.

Numerous language learners respect talking capacity as the degree of knowing a language. The leaner define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language.

In this way, it proposes that teachers have a critical part in created students' capacity to speak English well. For this, teachers have to be offered assistance keep great connection with students to encourage them to utilize English more frequently, and to form classroom exercises in arrange to improve students' interaction.

Speaking exercises can be classified into person and need exercises. Individual exercises such as storytelling, portraying things and open discourse re ordinarily value-hazed; whereas bunch exercises such as role-plays, paper introduction, debates, small group panel discussions and games are interactional.

Next to that Brinton (2001) clarifies guessing game can help teacher to motivate students by bringing a cut of life into the classroom and by displaying language in its more complete communicative setting Media can also give a thickness of data and abundance of social input. They can offer students to handle data and free the teacher over the top clarification and they can give contextualization and a strong point of takeoff of classroom activities.

There are numerous sorts of Techniques that can be utilized for teaching speaking. One of them is game. Diversion offer students a fun filled and unwinding learning climate. Uberman (1998) states that diversions empower, engage, educate and advance familiarity and communicative aptitudes. After learning expressive vocabularies, understudies have the opportunity to hone language through an amusement.

Moreover Deesri (2002) states that diversions are viable since they give inspiration, lower students' push, and grant them the opportunity for genuine communication. Recreations can capture students' consideration and support. They can persuade students to memorize more and they can change a boring course into a challenging one.

In improving students' speaking ability, speaking should be learned through meaningful technique used. Game is one of effective technique applied by teachers. According to Oxford Advanced Learner's Dictionary, game is a form play or sport with rules.

The use of games in learning environment will not only change the dynamic of the class, but also it will refresh students and help the brain to learn more effectively.

Games allow students to work agreeably compare with each other, strategize, think in a diverse way, compare and share information, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

By including game in learning activity, students may experience various situations which make them are forced to learn language. It is in line with the statement that a number of simulation games are being created that uses the environmental crisis as a theme around which to build various scenarios for the gaming process (Brown, 2001:238).

In conducting games, students are required to speak or do any kinds of physical activities which encourage them to have solution of problems. As stated by Brown (2001:146) that there are many engaging games and simulations, many of them involving verbal language that present students with stimulating problem-

solving assignment that get them to utilize useful language to seek after the objectives of games.

Most language diversions make learners utilize the language rather than thinking approximately learning the right shapes. As expressed by Lee (2009) that games also should be treated as central not fringe to the foreign language teaching program.

There are numerous preferences of utilizing game in learning language. Games are profoundly propelling and engaging. And it can allow modest students more opportunity to precise their suppositions and sentiments (Hansen 1994:118). It moreover empowers learners to procure unused encounters inside a outside a foreign language which are not continuously possible during atypical lesson.

According to Silver (1982:244) there are many kinds of guessing game, which can be applied in teaching speaking. The examples are *Battleship Game*, *Charade*, *Hangman*, *I spy*, *Mastermind*, *Name that tune*, *Pictionary*, *Qui bowl*, *Taboo Game*, *Twenty questions*, *Guess Who*, *What is my line*, *Yes and No*, and *Contact Game*.

Furthermore, Michael Carier (2001) stated that the advantages of using games can be summarized as follow: (1) Games add variety to the run of learning circumstances. (2) Games can be utilized to change the pace of a lesson and so keep up inspiration. (3) Games can be utilized to intersperse long formal educating units and reestablish students' vitality some time recently returning to more formal learning (4) Games empower students' hone of particular language focuses without students being mindful of this. (5) Games energize students' cooperation and expel the hindrances of those who feel threatened by formal classroom circumstances. (6) Games can change the role of the teacher

from that of formal instructor to that of manager or organizer of activities that students enjoy participating in this can be useful in reducing teacher-students distance or conflict. (7) Games can increase students' communication, and also reduce the domination of the classroom by the teacher. (8) Games can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for re-language game work.

Games add diversion to the customary classroom exercises, as expressed by Richard & Amanto (1988:147) that games do not as it break the ice but also are utilized to present modern thoughts and learning circumstance. It is in line with Wierus (1994:218) that relaxed atmosphere is created by using games, in which students may remember things faster and better.

In any case when teachers use game within classroom they ought to consider the level of the game to fit their students' language level. Mei and Jing (2000) give some suggestion for the teacher in choosing games as follow (a) game must be fun, (b) game should involve "friendly" competition (c) a game should keep all of the students involved and interested (d) game should encourage students to focus on the use of language rather than on the language itself, (e) game ought to deliver students a chance to memorize, hone, or review particular language material. In this research the researcher applied charade, yes/no question and twenty questions in using some expressions such as Asking and Giving help, agree and disagree and Opening and closing conversation by phone.

Besides some advantages of game, there are some disadvantages of using games for English foreign Language. First, games may create a noisy atmosphere in the

classroom and cause loosing learner's attention and it also make the teacher difficult to control the students. Second, by doing games the teacher as it were had a small time to clarify the material and gave more information about the game. Third, games may cause arguments among the classmates because all groups want to be the winner. Finally, teacher should selective to choose the suitable game.

In conducted the research, the researcher choose one of the guessing game namely Charade. Charade is a word guessing game. Within the game, one player acts out a word or phrase, frequently by pantomiming similar-sounding words, and the other players figure the word or phrase. The thought is to utilize physical instead of verbal language to communicate the meaning to another party.

Twenty questions a talked parlor game which empower deductive thinking and imagination. Within the game, one player is chosen to be the reply. That person chooses a subject but does not reveal this to the others. All other layers are questioners. They each take turn asking a question which can be answered with a simple "yes or No".

Yes and No is a spoken word game similar to Twenty Questions. Within the game, the host has something in mind, and the guessers (party visitors) inquire a few basic yes-or-no questions.

There have been a few researchers conducted by researchers which related to the utilized of guessing game. First, Martiani (2009) did an experimental research about a use of guessing game in teaching speaking at SMK 2 Bandung. She used two classes. Teknik gambar mesin class as a control group while Teknik Permesinan class as an experimental group. Both of classes consisted of 34 students and had the same level of English

competence. The result of this study was drawn that guessing game technique is appropriate to apply in classes which have many varieties of students' characteristics and joyful learning became the advantage of the technique.

Second, Diyah (2009) conducted the research about improving students' speaking skill through guessing game at fourth grade students of elementary school at SDN Kelapa II Tangerang. In the research she applied guessing game namely "what is my name" and "guess where it is". She chose the simple game because the student's lack of vocabulary and it was the first time for the students to have English subject. She concluded that guessing games made students more pleasure from regular activities in class and created a relaxed atmosphere in the classroom.

Then, Mora and Lopera (2001) also conducted the research in guessing game, entitled "encouraging teenagers to improve speaking skill through guessing game in a Columbian Public School". This activity was a kind of guessing game such as picture game, story game, and magic tricks. They conclude that games are motivating and exciting experiences for students to develop speaking skills in a fun and comfortable way. Besides, games helped students to believe in themselves.

Based on finding above, it is clear that guessing game gives contribution on students' speaking skill that has been proven by previous research.

## **2. METHOD**

This study is kind of a classroom action research. This is typically a classroom problem solving. Gay and Airasian (2000:593) define that: Classroom action research is a type of practitioner's practice; action implies doing or changing something. Practitioner research means that

research is done by professionals almost their claim hone.

According to Johnson (2005:21) states that classroom action research can be a process of studying in a real class situation to improve the quality of instruction and it is systematic way for teachers to observe, explore and solve the problem of their teaching and learning in classroom.

It is about students' speaking activities by using guessing game in order to improve speaking skill at grade VIII of SMP Negeri 1 Tanjungpinang.

The participants of the research were students at grade VIIIA of SMP Negeri 1 Tanjungpinang. There were 32 students in the class. The researcher selected grade VIIIA since most of the students in this class has low ability in speaking class.

In this research about, the information were collected from test, perception sheet and interview.

### **1. Test**

Speaking test was used in pre-test and post-test. It was necessary used to see the improvement of students' speaking skill and to collect the data before and after doing the action in every cycle of the research.

To score students' speaking skill, this research use analytic scoring rubric adapted from Brown (2004-172) presented the sample of an oral proficiency scoring categories rating scale that used 1-5 point. Where 1-1.5 means poor, 2-2.5 score means fair, 3-3.5 means good, 4-4.5 means very good and 5 means excellent.

Table 1. Speaking Skill Indicators.

No	Speaking Skill Indicators
1	Pronunciation
2	Grammar
3	Vocabulary
4	Fluency
5	Comprehension

Table 2. Speaking test form.

SPEAKING INDICATORS	LEVEL OF SCORE				
	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Pronunciation	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Comprehension	1	2	3	4	5
Fluency	1	2	3	4	5

This table created to help the researcher and collaborator in giving mark. They just encircle the points for each indicator then count them later to save the time.

### 2. Observation

The data is collected by using observation sheet. It is used by the collaborator to collect the information during teaching and learning process in the classroom. The data is taken from:

#### a. Classroom Interaction Checklist.

The classroom interaction checklist used to collect the data about students' interaction along the process. In doing the perception, the researcher and the collaborator paid consideration to the interaction among the students and interaction between students and the teacher in playing the game.

#### b. Guessing Game indicators checklist.

Not only using classroom interaction checklist, the researcher also used guessing game indicators checklist. The reason of this perception was to supply depiction of

the students' speaking exercises amid teaching and learning process. The researcher determined the indicators of guessing games which have been modified from Merim Webster (1986) and Silver (1982:89).

Table 3. Guessing game indicators.

No	Indicators of guessing games
1.	Working in groups
2.	Giving clear instruction
3.	Using variety communicative activities
4.	Taking turn to speak
5.	Competition to win the game
6.	Having reward for the winning team

#### c. Field-notes

To support the result of observation, the writer also gains the data by having field notes. The collaborator screens and composes exercises amid instructing and learning prepares, the collaborator make note about it.

### 3. Interview

The researcher interviewed the students after cycling in order to know what factors can improve students' speaking skill by using guessing game.

The information examination is significant thing since from this it can be known the portrayal of the circumstance and condition of the inquired about. In this research the data is analyzed in quantitative and qualitative.

### 3. DISCUSSION

#### 1. To what extent can guessing game improve students' speaking skill.

Based on the results which were found by the researcher in each cycles of this research, it shown that most of students were interested in learning English speaking by using guessing game. They had great selves-confidence to precise their ideas in speaking action interior classroom, most of them seem minimize their fears and modest to speak, the recurrence and rate of students' speaking ability were increased well in each cycles. In expansion, guessing game may propel the students to be dynamic and had a great participation in speaking activity during teaching and learning process in classroom.

Another aspect that found by researcher in this study that guessing game could motivate students and minimize students' problems in speaking English such as low motivation to speak, need of vocabularies to precise their ideas, feeling shy when they talked before their companions, still unbending to express their ideas through oral communication, etc. during teaching and learning handle in classroom until there is no student who was not active in speaking.

##### a. Cycle 1

Based on the analysis of each indicator of speaking such as Pronunciation, Grammar, Vocabulary, Comprehension, Fluency and exercises that had been connected by the researcher from the first meeting to the fourth meeting there were some notes that should be considered by the researcher in applying the guessing game in instructing speaking on transactional and interpersonal text for the moment cycle.

The comes about of the research were analyzed quantitatively and qualitatively.

After analyzing the data, the researcher could show all the data from meeting one to meeting four in the first cycle. From the data showed that the class average score in each indicators of speaking skill increased. The scores of the students speaking skill indicators were shown as follows:

Table 4. Students' speaking skill for each indicator in the first cycle.

No	Cycle I	Indicators of Speaking Skill				
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency
1	Meeting 1	31.25	34.37	35.63	35.63	35.00
2	Meeting 2	29.38	34.38	34.38	35.63	32.50
3	Meeting 3	34.38	36.88	36.88	38.13	37.50
4	Meeting 4	35.63	36.88	38.13	39.38	38.75

the last meeting. It means the students' pronunciation got a significant development gain, which is 4.38. The main factor influenced the students' low score in pronunciation was caused by some factors. First, the technique use in teaching, before the researcher applied guessing game in teaching, the students' were used to memorize the dialogue given by teacher and did it in front of the class in pairs. It made the students lack of practice to speak more in the classroom. They were not usual to speak English. They were sluggish to be dynamic during teaching and learning process. So, it made them continuously bumbled with the words that they did not know how to articulate it accurately.

The second factor was classroom atmosphere. The students still confused in doing the game. They never did it before. They just sat down on the chair waiting for the teacher's instruction. By applying guessing game, the researcher made new atmosphere in speaking class. The class got to be swarmed of the students which were attempting to offer the questions at the same time. The students more active than some time recently.

The third factor was students' participation. For the first meeting was not significantly helping the students in

pronouncing the words. Since most of the students fair kept noiseless, indeed in spite of the fact that they were prepare to rehash the sentences before played guessing game, most of them still could not able to articulate way better. They still require a part of hone within the teaching and learning process to create them more effortlessly in pronouncing the words.

Finally, reward as the fourth factor also did not play significant role in improving the students to speak more in the classroom. The students still kept silently in the classroom. They were not involved actively in the teaching and learning process. It made them could not able to speak better.

To overcome the problem found in the each meeting, the teacher tried to revise the activities for the next meeting. In the second, third and fourth meeting, the researcher tried to show the students a good model in pronouncing words correctly by using Cambridge dictionary and used load speaker in order to be heart for all students. By hearing the native speaker accent from the Cambridge dictionary, they were given a good model to speak better in English. For having fun and got great air in considering, the researcher moreover connected the game out of the class.

Understanding grammar point on the conversation was the most difficulty faced by the students in teaching speaking on transactional and interpersonal text. It was demonstrated by the cruel score of linguistic use gotten by the students was least instead of the others markers.

The class average score of grammar was 34.37 and for the last meeting 36.88. The students' only got 2.51 for the improvement. From the students' performance showed that most of them were not able to create good sentence in

the correct grammatical form. They faced difficulty in differentiate the words into verb, adverb, adjective, and noun. They also did not understand with different tense used in a sentence. So, they always made error in creating a sentence.

The problems above occurred because of difference grammatical features between the students' first language and foreign language use tense which is state's tenses lexically to show the time of the events or actions. This case is really different with English. In English, the use of tense is different related to the time where the situation happens. The rules that exist in this language were not familiar for the students. It made them difficult to learn language. Besides that, the students mostly were influenced by their mother tongue on the acquisition of new structures. When they began to learn structure of second language, their mother tongue influence the way they learn. It made some errors which occur during the teaching and learning activities.

To overcome the problem the researcher did some improvement for the technique. In the classroom activities the students were gathered into discussion briefly about the grammar used in the sentence. It made them easier in learning grammar.

Chocolate bar and start card was also the factors influence the improvement of the students' average score in grammar. The researcher always motivated the students to be the winner of the game. Teachers always helped the students if they face difficulty. It was supported from the interview result which mentioned by the students that the teachers always help them if they face difficulty. The teacher did not angry if they made mistakes. It was very helpful in building their confidence in teaching English.

The average score of vocabulary showed that students could only achieve 35.63 in the first and 38.13 for the last meeting. It showed that in the first meeting the students' ability in vocabulary mastery was very low. Most of the students could not be able to guess the meaning of vocabulary in the guessing game. They still looked confuse in understanding the vocabularies used in the game.

In mastering vocabulary used in the guessing game, the researcher realized that it was possible to remember all words learnt once. Students need to use them again and again, play with them and hear them in context. Making circumstances in which the words learn once ought to come in utilize in guessing game was reasonable. It can offer assistance students to be way better familiar with the words. In the classroom setting, the researcher asked students to form sentences with the words, to find antonyms and synonyms by themselves, to unscramble the words, or to compose a composition in which these are for all intents and purposes required.

Spelling contest for another variation technique was used to help students to remember the shapes of the words. By using guessing games made the researcher sure that the students not only become fun but also help them enlarge their vocabulary.

Comprehension as another indicator used in speaking skill in this research get 35.63 for the first and 39.38 for the last meeting. It is known that in other to have good skills in listening comprehension and able to get it rapidly what somebody listened in English and to speak it fluidly, a learner ought to hone listening to learning audio and video aids in English. It is ideal to have English transcripts of sound and video fabric. To get great comprehension in speaking in English, students ought to

tune in to each sentence a few times. Make sure the students understand everything clearly in each sentence in terms of pronunciation, vocabulary and grammar. Students ought to attempt to rehash each sentence, say it out loud precisely as they listened it. Without being able to repeat a word or a sentence, students cannot understand it.

In this research, students' comprehension increased 3.75 point by applying guessing game in speaking class. It means the researcher did some improvement in teaching English.

Fluency as the last of speaking English indicator refers to an ability to converse smoothly and easily. It is also to measure of how well and how easily someone can communicate his or her ideas clearly and accurately in speech.

At the first meeting, the students got 35.00. It means the students hard to express their idea in playing the game even though in made small talk. Most of the students just kept silent. Most students were afraid to speak in played the game because they don't want to make a mistake.

For the last meeting the students' score became 38.75. The researcher did some improvement in the class. In arrange to create the students interest and courageous to speak, the researcher inquired the students to rehash the questions offer to the leader of the game with slower speed. It used to make the other students could understand and imitate the way how to offer the questions for the next term.

To energize students' support the researcher inquired them to taking turn to speak, so everybody had alter to specific their opinion and attempt to utilize their English. Before the game was done, the researcher asked the students to make small group discussion about the material given.

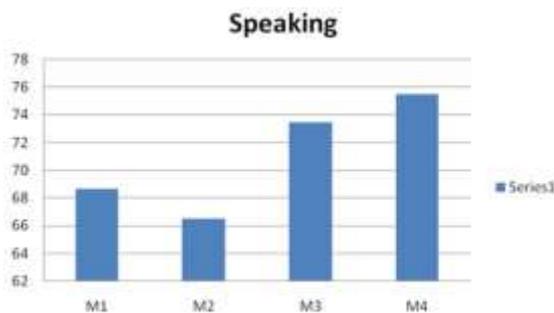
In small group discussion showed that the students were more active in learning process, they can freely express and share their ideas and opinion about the problems that had been face. Beside that they can work together with their friends to solve the problems.

After analyzed the five pointers of speaking expertise, the researcher would display the class average score of speaking skill in the first cycle. It could be seen in the table.

Table 5. Students' average score.

Meetings				
Cycle	1	2	3	4
1	68.7	66.5	73.5	75.5

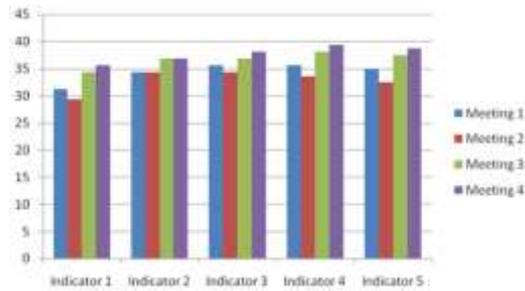
The level of students' speaking skill in each meeting for cycle 1 could be illustrated in the following graph.



Graph 1. Students' speaking skill for.

**a. Cycle 1**

The level of the students' speaking skill in each indicator could be illustrated in the following graph.



Graph 2. Students' speaking skill for each indicator.

Graph 2 presented that there were some of changes in the students speaking skill that was done by using guessing game. The table appears that the students scoring increased but not truly critical in this cycle. The score of comprehension 39.38 was higher than others. Here, the students' were able to make progress in comprehension better from meeting to meeting. Then, the average score of grammar and vocabulary was not really different. The students' ability in mastering these indicators could be improved. By discussing how to make a good sentence and choose appropriate word in their group make their grammar and mastering vocabulary improved

**b. Cycle 2**

In conducting this cycle, the researcher still got offer assistance from the collaborator. The researcher and the collaborator mutually kept observing the qualities and the shortcoming of the exercises done by both the researcher and the students during the teaching and learning process.

From the test result of the speaking task about asking and giving information in the second cycle showed that the students' speaking skill improved rather than the first cycle. The class average score in each indicators of speaking skill increased as shown in the table below.

Table 6 Students' speaking skill for each indicator in the second cycle.

No	Cycle 2	Indicators of Speaking Skill				
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency
	Meeting 1	35.00	33.00	35.83	33.03	36.87
	Meeting 2	40.00	39.38	45.00	44.38	46.87
	Meeting 3	42.50	43.13	47.50	49.38	50.00
	Meeting 4	43.75	43.13	50.00	50.63	50.62

The mean for each indicators showed that the students' speaking skill on transactional and interpersonal text was better improved. Some of them were able to express their language in performing guessing game in asking and giving help. Some students were brave enough to offering their question because they feel more joy able than before.

Within the moment assembly, the students were inquired to learn transactional and interpersonal text in the topic of agree and disagree. The activities done were similar with the first meeting. The researcher reviewed the expressions in agree and disagree that was known by the students. Most of them were able to say the expressions used in agree and disagree and they could give the example in the simple conversation.

At the first meeting for pronunciation got 35.00. It was increased 8.75 point at the last meeting. It means that students' pronunciation get better and better. Most of them take an interest within the game.

It is known that the linkage between students' classroom interest and their academic achievement is irrefutable. Studies have appeared that when students take an interest actively in class, their scholastic achievement appears to be higher than that of those who are detached in class.

Studied from the previous cycle, the researcher made some improvement in teaching. For grammar as the second

indicator in English, the researcher informed students of desired students' participation behaviors and emphasized the importance of participation in teacher led discussion about the material and applied it in guessing game. Students were anticipated to inquire questions at whenever they were confounded and they were permitted to hinder, question, or even discuss with teacher in class. At the last meeting the students could reach 8.13 point increase for grammar.

From the first till the end of this cycle, the researcher created warm and relaxed classroom atmosphere by saying "good job", "very good" and "excellent" as reward if the students tried to offer the question freely, sometimes voluntarily to the leader of the game. The researcher knew since the classroom atmosphere was not threatening, students tended to participate more. Increased learning motivation and oral practice in class appear to have contributed to significant improvement in speaking activities. The students more active than before that made their vocabulary increase till 14.37 point.

From interviewed known that students passive in oral class because they just memorize the dialogue given by the teacher to presented it in front of the class in pairs. It made them bore and most of them never used their English.

To increase students' comprehension about the material, the researcher used student-centered method. In this method the researcher consider the needs of the students in learning whether the students did the task in a group or individual, and encourage them to participate in the learning process all the time. The researcher role is more that of a facilitator than instructor, the students are active participants in the learning process. The

researcher help to guide the students manage their activities. It is hope all the students have time to speak by having team work together.

The first meeting for students' comprehension got 35.63 increased to 50.63. Students' comprehension got better about the material and could use it in played guessing game. The class became active than before. Almost students tried to speak in their group to be the winner at the time.

Speaking in English for two minutes can be a challenging, scary experience for some students. Working together makes this less scary, particularly if students are helping and supporting one another.

Having fun as the students did in playing guessing game and use English experimentally in class and succeeding in communicating with one another in their group is a rewarding experience for students. The more successful the activities they participate in, the more confident students will become.

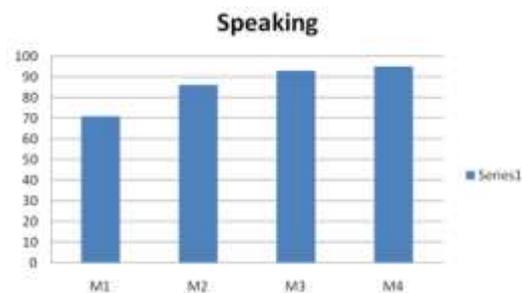
The researcher worked to increase students' confidence around learning English. For slower learners, the researcher more concern and support so that these students can establish a sense of confidence.

The researcher tried hard to build a favorable relationship between teacher and students, because it will influence the learning process. It is known a good relationship between teacher and students made the students will feel more comfortable during the learning. As the results the students' fluency increased 13.75 point. The class average score of speaking skill in the first cycle. It could be seen in the table.

Table 7. Students' average score.

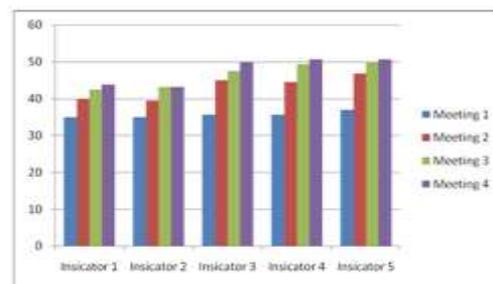
Meetings				
Cycle	1	2	3	4
2	71.2	86.2	93.0	95.2

The level of students' speaking skill in each meeting for cycle 2 could be illustrated in the following graph.



Graph 3. Students' speaking skill for cycle 2.

The level of the students' speaking skill in each indicator could be illustrated in the following graph.



Graph 4. Students' speaking skill for each indicator.

#### 4. CONCLUSION

Technique is one of important things that must be applied during teaching and learning process in order the purpose of teaching can be reached. One of the technique can be applied in teaching English speaking is guessing game because

by using the technique in teaching speaking can be more effective, and it is able to improve students' speaking achievement.

Referring to the aim of the study, it can be concluded that students have psychological factors such as fear of mistake, shyness, anxiety, and the like that hinder them from practicing their speaking in English class. The factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. In addition, in terms of shyness, the students said that their shyness was caused by their nature as shy persons. To turn to the possible solutions to overcome the psychological factors that hinder students from speaking, the students believed that motivating them to be more confident to speak is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class. All these suggest the importance of creating a supporting atmosphere of learning in the classroom.

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