

THE EFFECTIVENESS OF GUESING GAME TO TEACH SPEAKING AT RELIGION PROGAM OF STIT AL URWATUL WUTSQO JOMBANG

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Abstract: Speaking as a process of constructing meaning, giving and receiving information is very important to own by students. But they often got problem in mastery it. This research is aimed to know whether or not guessing gams effective to teach speaking. Design of this study is quantitative, using test as collecting data, the data then analyzed using Kolmogrov Smirnov, since the data didn't meet the normality test criteria. The result of the research is guessing game has not affected the students speaking ability of second grade of STIT al Urwatul Wutsqo Jombang. Based on the result of Z test is empirical Z is lower than theoretical Z, so the guessing games hasn't affected the students speaking ability, that means there is no difference speaking ability between students who are taught using guessing game and practice method.

Keywords: guesing game, teach speaking

INTRODUCTION

English language has been spoken all over the world and it has got status as global language. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on. As foreign language, English in Indonesia as means of communication both verbally and non-verbally.

Communication means expressing and understanding information, thoughts and feelings. Ability to communicate means being able to understand and generate spoken and written texts through the four skills: listening, speaking, reading and writing. These four skills are beneficial to produce and respond to discourse in social life.

Speaking is a process of constructing meaning, giving and receiving information happens between two or more people. According to Tarigan, speaking is a language skill that is developed in a child's life, resulting from listening skills, and in

his time speaking skills are learned¹. Passingly, speaking is one of the most crucial English skills must be involved in the teaching and learning process. Students have to learn to speak to build their self-confidence and have good conversations with others using English.

Speaking involves three aspects, such as: Mechanic (pronunciation, grammar, vocabulary), that means the speaker in their speaking have to use the right words in the right order, and use pronunciation; function (transaction and interaction), means knowing that clarity of message is important, and precise understanding is not required; social and cultural role and norms (turn-taking, rates of speech, length of pauses between speakers, relative role and participant), in this case the speakers should understand how to take into account who is speaking, to whom the address, what circumstance, what about, and what for. Meanwhile the speaking skill has four aspect as rubric, such of them are fluency, vocabulary, grammar, and pronunciation. So the students can be said capable when their aspect is perfect.

Speaking is productive skill; it is process between speaker and listener and involves students in producing the language, and share ideas. Speaking is very important to be owned by students. So it should be developed in teaching English. It is in line with Hedge and Richards & Renandya, learning speaking is very important for students². For many students, learning to speak is priority due to the needs. They then explain that Students may need this skill for a variety of reasons such as for exchanging information or influencing people. It is also used for many different purposes. When we use casual conversation, for example, our purpose may be to make social contact with people, to establish rapport or to engage in harmless chitchat that occupies much of the time we spend with friends. In some situations, we use speaking to give instruction or to get things done. We may also use speaking to describe things, to complain about people's behavior or to entertain people with jokes or even anecdotes.

The explanation above is in accordance with Alwasilah who has noted Wells' statement, that learning a language, basically, aimed to develop the four levels of

¹ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1990), 3-4.

² Hedge, et.al. *Teaching and Learning In The Language Classroom*. (New York: Oxford University Press, 2003), 261.

literacy, such as performativity, functional, informational, and epistemic levels. These four levels of literacy respectively refer to the ability to read and write, use the language in everyday communication, access knowledge, and the ability to transform knowledge³. The next, Alwasilah says that the four levels of literacy are taught in stages in accordance with the levels of education: the first level of literacy is taught to elementary school students, the second level to junior high school students, the third level to senior high school students, and the fourth level to university students⁴.

Some experts who judge that speaking is very important and must be mastered by students are: Burns and Joyce who says that speaking is so much a part of daily life that we tend to take it for granted⁵, besides, speaking is essential means of presenting communication among human beings, and people usually judge individual in the way of speaking. Therefore people should be able to communicate successfully and acceptably. Furthermore, speaking is related to success in life, since it occupies an important position both individually and socially.

In line with them, Nunan, says that to most people, mastering the art of speaking is the most important aspect of learning a second or foreign language, and success is known in terms of the ability to perform a conversation in the language⁶. Harmer, states a learner is considered to master target language when they are able to use the language in speaking⁷.

Besides, Kurdish says that speaking is also a basic ability that must be possessed by students. By speaking, they will be able to express their feelings, desires, information, messages, ideas, and opinions to others. People are able to assert what is on their mind orally. Such advantages are teenagers can express their voice in criticizing on a contemporary issue that is commonly occurred. In this sense, speaking ability is needed to set out those things. Especially in this globalization era, expressing ideas through speaking is very important for communication. And other experts are Widiati

³ A. Chaedar Alwasilah, *Politik Bahasa dan Pendidikan*. (Bandung: Remaja Rosdakarya, 2007), 109.

⁴ A. Chaedar Alwasilah, *Politik Bahasa dan Pendidikan*, 110.

⁵ A. Burns, & Joyce, H. *Focus on Speaking*. (Sydney: Macquarie University Press, 1997), 2.

⁶ D. Nunan, *Language Teaching Methodology: A Textbook for Teachers*. *English Language Teaching*. (New York: Prentice Hall, 1991), 39 .

⁷ , Jeremy Harmer, *The Practice of English Language Teaching*. (New York:Longman, 1988) 32,

& Cahyono who say that the growth of English as language for internal communication has made the teaching of speaking skill becomes very important⁸.

Some advantages of speaking are: participate actively in pair or group activities in the classrooms, to give a maiden and impressive speech on different occasions, participate actively in debates and group discussions, develop critical thinking among the learners, pursue higher studies in foreign countries, interact with people all around the globe, to promote the sale of products in the business, to get better employment opportunities, to acquire more knowledge, to travel to a foreign country, to communicate effectively with others, to boost up the speakers' self-confidence, to improve the overall development of the speaker's personality.

Based on the advantages above, the students need to acquire the communication skills of it to get success in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills. Finally the class will be succeeding.

The fact learning speaking is considered difficult by students, it was also happened at STIT al Urwatul Wutsqo Jombang. English at STIT al Urwatul Wutsqo is considered as MKDU or general basic subject, there are English course 1 and English course 2. Both of them involves speaking, reading, and grammar. However speaking is considered very difficult than reading and grammar, though the purpose of learning English 1 is the students are able to speak simply. It is proved by the result of preliminary study that many are students said that they did not know the aspects of language that enable production in learning speaking, they are lack of vocabulary, limited of grammar knowledge, limited of pronunciation, never practice to speak English, minimum opportunities and they are nervous. Most of the students were less motivated in speaking task. They were afraid of being laughed at by other students, so they just kept silent and bore their ideas and feelings in their mind. Their speaking score is very low.

The condition above need strategy for teaching that appropriate for students. Teaching is a superior job, demanding job, among them, are modifying the approach,

⁸ U. Widiati, & Cahyono, B.Y. "*The Teaching of EFL in The Indonesian Context: The State of the Art*". *Jurnal Ilmu Pendidikan*, Vol 13 No 3 (2006). 139-150

syllabus, techniques, method and exercise to adopt and maximize the class learning, as well as the most individual members. One of the methods is Games. Game are rule bound systems, set in a defined space Games are goal oriented activities with clear in game endings, as opposed to simulations, which may not have clear goal oriented activities or end. Games are often associated with fun. While it is true that games are usually fun, one must not lose sight of their pedagogical values, particularly in the second language teaching. Like most of the other activities recommended in that book, games can lower anxiety, thus making the acquisition of input more likely. In addition, they are often very motivating, relevant, interesting, and comprehensible.

In line with De Smale, Wright explains that game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others⁹. This means that games are commonly related to the enjoyment condition and pleasure. Klippel also, states that games are a lot of fun even if they are not played in order to score point¹⁰.

There are many kinds of games; one of them is guessing games. This game also has many types, such as I- Spy, twenty questions, coffee pot-game, guessing story, who game. And in this research, the researcher used who am I game, that little different with who game. The role of who game, the audiences know him/her, but in who am I game, he/she doesn't know him/her, so they will ask audience who is he/she.

Guessing Game is a game in which a person or groups try to answer a question that has been given a few keywords related to the images, titles or words. Guessing game aims to practice asking and answering questions and practice writing. Materials that can be used are flashcards or objects. In this game, the students take turns to guess the identity of an object through asking questions. Guessing games, where one child does not know information that the class does, are fun and useful activities¹¹. In this game, the player with the information deliberately withholds it, while others guess what it might be.

⁹ Wright, A. *Pictures for Language Learning*. (New York: Cambridge University Press, 2006), 1.

¹⁰ Klippel. *Guessing Words Game Techniques*. (Oxford: Oxford University Press, 1994), 32.

¹¹ Fatimah. L.Z. "Pengembangan Media Pembelajaran Berbasis Game Android Materi Logaritma Untuk Memfasilitasi Pemahaman Konsep Siswa". (Thesis UIN Sunan Kalijaga, Yogyakarta, 2019), 203-204.

Games designed to stimulate communication between students often depend on information tension so that a student must talk with a friend to solve a puzzle, make a picture, put objects in the correct order, or find similarities, and differences between pictures.

Guessing games can be used to develop or reinforce concepts, to add diversion to regular activities, or just to break the ice. However, there must be an important function is to give practice in communication¹², stated by Richard Amato (1988). It says that guessing games can provide comfort and excitement, so students won't feel bored during the learning process in the class. Anyway, the most important thing is to give the students an opportunity in practicing their English. There are so many benefits of this game. The students can feel the excitement when learning English because the teacher not only explains the subject matter, but also play an exciting game. Students can also practice their speaking skills through this game.

Hidayat, in Dwi Rahmawati explains such advantages of using guessing games in teaching speaking as: Guessing games can be used as a new technique in teaching and learning process; it can make students happy in speaking English; creating a well condition and enjoyable in the classroom; it is also able to motivate students to speak English easily; it makes students interested in speaking English by trying to guess the word in the guessing game activity; guessing games can show the positive attitude of each student in the learning process; it is able to enlarge knowledge, enrich vocabulary, receive and send messages, and also can be as problem solving. However, the disadvantage of guessing game happens when the teacher does not use time effectively¹³.

In line with Dwi, Brewster and Ellis describes the benefits of game, they are: games encourage memorization of chunks of language that can be slotted into various contexts; Chunking of language provides useful pronunciation practice (as long as a good model has been provided; The language needed for the game may be used as part of an activity where the focus is on getting something done, rather than practicing

¹² Richard-Amato, P. A. *Making it happen: Interaction in the Second Language Classroom: From Theory to Practice*. (New York: Longman, 1998) .

¹³ Dwi Rahmawati, “*The Effectiveness of Using Guessing Game Technique Toward The Eight Grade Students’ Speaking Skill at MTs Negeri Bandung*”, (Thesis. IAIN Tulungagung, 2016), 27.

language for its own sake; Language may be practiced together with a wider educational or conceptual goal; their language will support more creative use of language used in addition to simple repetition; The students may be involved in informal language analysis and noticing of language items or rules through problem-solving and puzzle, and games help to make learning more memorable and acceptable by using as many as approaches as possible, such as mime and movement, use of color and patterns, or personalization¹⁴.

The other model to teach speaking is practice method. It can be said as practical learning. It is a process for improve the skills of learners by using a variety of methods that suit the given skills and equipment used. In addition, practical learning is an educational process that functions as guide students systematically and directed to be able to do a skill.

Practical learning has four learning modes, namely: Concrete experience (real experience), reflective observation (reflecting observation), abstract conceptualization (an abstract concept), and active experimentation (active experiment). Wallace said that there are two sources of knowledge, such as knowledge that received/obtained through learning both formally and informal (received knowledge) and acquired knowledge through experience (experiential knowledge).

Practice is an attempt to give opportunity to participants get hands-on experience. The basic idea of learning based on experience encourages trainees to reflect on or look back on past experiences they've experienced. These two sources of knowledge are key elements for professional development.

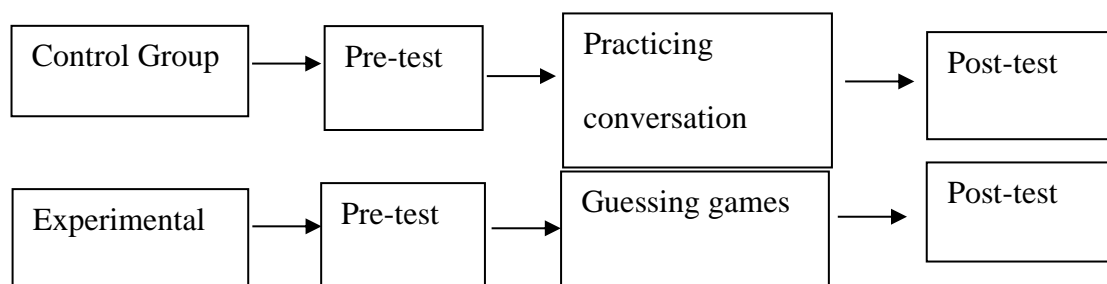
Such advantages of practical learning as students are actively involved physically, mentally and emotionally so as to enhance learning outcomes; Increase the skill level of students; Build motivation and self-confidence; usually the practice can produce useful objects. However, it has also disadvantages, such as often requires a lot of facilities; it takes a lot of time; for large classes, supervision is less effective if the instructors are limited.

¹⁴ Brewster, Jean, Ellis, Girard, Dennis. *The Primary English Teacher's Guide*. England: Pearson Education Limited. (Bandung: Remaja Rosdakarya Offset, 2010), 173-174.

METHOD

Design of this research was experimental research in the form of Nonequivalent Control Group Design since the sample is not chosen in random. It is part of quasi experimental design, the samples were not chosen at random, and they have same characteristics, however¹⁵.

This research tested the significance of two independent samples. The first sample was experimental class and given treatment that was guessing game, and the other was control group who was given practical conversation which was made by the students themselves as treatment, they just given usual teaching method in the teaching and learning process, namely practicing conversation. However, both of them were given pre-test post-test to know whether or not they had same characteristic before treatment, and to know whether or not guessing games influenced the experimental class. As showed by this scheme:



The population of this research was the third semester of PAI at STIT al Urwatul Wutsqo Jombang in academic year of 2021/2022. They were about 150 students. And the sample of this research was 50 students. The sample was divided to be two classes as experiment and control class. The experiment class was treated by giving guessing games, and control class was given practical conversation as they had made themselves.

To collect the data, the researcher used test as instrument or result of pre-test and post-test. The test is used to measure their speaking ability before and after treatment given. The researcher acted as passive participant, she just watched or sometimes gave suggestion when teaching and learning occurred. The data was analyzed by looking for mean score, standard deviation, and t test was assisted by

¹⁵ Sugiyono. *Metode Penelitian Administrasi*. (Bandung: Alfa Beta, 1999), 56.

computerization program of SPSS 23, 00. The students speaking score was gained by counting four elements of speaking scoring rubrics, they are fluency, grammatical accuracy, pronunciation, and vocabulary. The analysis used is comparing the significance $> 0, 05$ the Null hypothesis is accepted, but if the significance $< 0, 05$ the Null hypothesis is rejected. And comparing the t_{counted} and t_{table} . If $t_{\text{counted}} > t_{\text{table}}$ then alternative hypothesis is accepted, and Null hypothesis is rejected, on the other hand. The formula used in looking for t of independent 2 samples K-S-test is:

$$Z = \frac{n1 - n2}{\sqrt{n1 + n2}}$$

FINDING AND DISCUSSION

A. The Result Of Pre-Test

1. The Result Of Pre-Test Of Control Group

Table 1. The pre-test result of control group

No	Respondents	Pre-test	No	Respondents	Pre-test
1	AH	65	14	MA	40
2	AFM	60	15	MIY	60
3	AH	70	16	MK	65
4	CN	65	17	MMW	45
5	DFR	50	18	MS	65
6	DNA	65	19	NNK	65
7	FK	70	20	NU	50
8	FQ	60	21	RM	55
9	IFP	65	22	ST	65
10	IKR	40	23	US	60
11	JM	65	24	WK	65
12	LDR	70	25	ZM	60
13	LH	65			60.2

The above table is the pre-test result of control group that show the following explanation; the mean score of the group is 60.2, with minimum 40,

maximum is 70, and the mode is 65. The frequency of each score are; the each score of 45 and 55 is 4%, 40 and 50 is 8%, score of 70 is 12%, score of 60 is 20%, and score of 65 is 44%. It means that the most pretest score had gotten by control group was 65.

2. The Result Of Pre-Test Of Experimental Group

Table 2. The pre-test result of experimental group

No	Respondents	Pre-test	No	Respondents	Pre-test
1	ASI	60	14	MH	70
2	AF	65	15	MIN	45
3	ASA	55	16	NMH	65
4	ASK	65	17	RH	75
5	DAF	50	18	RM	65
6	DAN	40	19	SL	35
7	FM	45	20	SSB	60
8	FP	60	21	SZ	65
9	JKY	70	22	TY	65
10	JYR	60	23	VER	60
11	KM	65	24	ZBPM	65
12	LAG	60	25	ZSK	70
13	MF	55			59.6

The pretest score result of experimental group is: the mean score is 59.6, with minimum 35, maximum is 75, and the mode is 65. The frequency of each score are; the each score of 35, 40, 50, and 75 is 4%, 45 and 55 is 8%, score of 70 is 12%, score of 60 is 24%, and score of 65 is 32%. It means that both of the group is categorized had the same speaking ability.

B. The Result Of Post-Test

Table 3. The post-test result of control group

No	Respondents	Post-test	No	Respondents	Post -test
1	AH	70	14	MA	40
2	AFM	70	15	MIY	65
3	AH	70	16	MK	70
4	CN	65	17	MMW	50
5	DFR	50	18	MS	70
6	DNA	70	19	NNK	65
7	FK	75	20	NU	55
8	FQ	70	21	RM	55
9	IFP	75	22	ST	70
10	IKR	45	23	US	60
11	JM	65	24	WK	65
12	LDR	80	25	ZM	65
13	LH	70			64.2

The post-test result of control group is the mean score is 64.2, with minimum 40, maximum is 80, and the mode is 70. The frequency of each score is; the each score of 40, 45, 60 and 80 is 4%, 50, 55 and 75 is 8%, and score of 70 is 36%. It means that there is improvement of control group score after practicing conversation they have made.

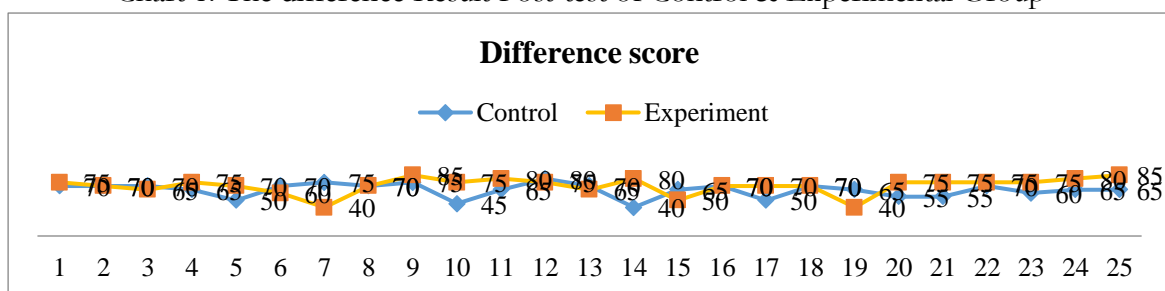
Table 4. The post-test result of experimental group

No	Respondents	Post-test	No	Respondents	Post -test
1	ASI	75	14	MH	80
2	AF	70	15	MIN	50
3	ASA	65	16	NMH	70
4	ASK	75	17	RH	70

5	DAF	70	18	RM	70
6	DAN	60	19	SL	40
7	FM	40	20	SSB	75
8	FP	70	21	SZ	75
9	JKY	85	22	TY	75
10	JYR	75	23	VER	75
11	KM	80	24	ZBPM	80
12	LAG	75	25	ZSK	85
13	MF	65			70

The post-test result of experimental group is the mean score is 70, with minimum 40, maximum is 85, and the mode is 75. The frequency of each score is; the each score of 50 and 60 is 4%, 40, 65 and 85 is 8%, and score of 80 is 12%, score of 70 is 24%, and score of 75 is 32%. It means that there is improvement of experimental class score after giving treatment that guessing games. And the difference Result of Post-test between control & experimental group can be seen on the following chart:

Chart 1. The difference Result Post-test of Control & Experimental Group



Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
speaking score	control class	.252	25	.000	.889	25	.010
	experimental class	.260	25	.000	.828	25	.001

a. Lilliefors Significance Correction

Based on the result of output of Shapiro-Wilk, the significance of control class is 0,01, and experimental class is 0,001. It means that the data is not normal, or the data didn't meet the normality test criteria. That is why the researcher used non parametric statistic.

Tabel 1 : The comparing mean of two groups

Groups	Mean		Deviation standards	
	Pre test	Post test	Pre test	Post test
Control	60,2	64,2	8,718	9,862
Experi mental	59,6	70,0	9,887	11,726

a. Lilliefors Significance Correction

Based on the above table, it can be seen that there is improvement of mean each group before and after getting treatment. For control group the students mean was increasing about 4, from 60,2 to 64,2. And for experimental group there was also increasing of score speaking from mean 59,6 to 70 or about 10,4. It means that the increasing is higher than control group.

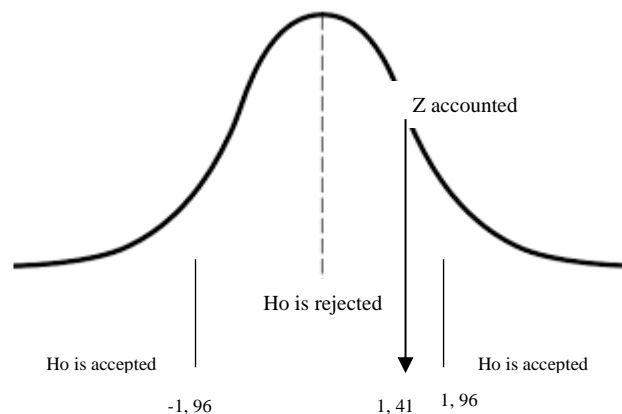
Test Statistics ^a		
		speaking score
Most Extreme Differences	Absolute	.400
	Positive	.400
	Negative	-.040
Kolmogorov-Smirnov Z		1.414
Asymp. Sig. (2-tailed)		.037

a. Grouping Variable: class

The analysis was done by comparing Z accounted and Z table. The result shows that Z table with alpha 5% and a two-tailed test (2.5%), then the normal curve area is 50% - 2.5% = 47.5% or 0.475, so the Z table is 1.96. Based on the results of Kolmogrov Smirnov test analysis, the count is 1.414, meaning that Z

count is $<$ from Z table ($1.414 < 1.96$), so Null hypothesis is accepted and the alternative one is rejected, it means that there is no difference between teaching speaking using guessing game method and practice conversations made by the students themselves.

To find out and understand where the Z count and Z table are located, they are illustrated in the following figure:



From the above results it can be concluded that the null hypothesis which says that there is no difference in speaking scores between students who are taught using guessing game method and conversational practices made by the students themselves. This means that students who are taught both using guessing games and conversational practice have the same speaking ability.

The research result doesn't mean that guessing games is not good to teach speaking but it is more that guessing games is not appropriate with the characteristic students of STIT al Urwatul Wutsqo. The result might because of many reasons which is unknown by the researcher. As Wright has explained that game are commonly related to the enjoyment condition and pleasure¹⁶. Besides, Klippel also, states that games are a lot of fun even if they are not played in order to score point¹⁷. However, the disadvantage of guessing game happens when the teacher does not use time effectively¹⁸.

¹⁶ Wright, A. *Pictures for Language Learning*. (New York: Cambridge University Press, 2006), 1.

¹⁷ Klippel. *Guessing Words Game Techniques*. (Oxford: Oxford University Press, 1994), 32.

¹⁸ Dwi Rahmawati, "The Effectiveness of Using Guessing Game Technique Toward The Eight Grade Students' Speaking Skill at MTs Negeri Bandung", (Thesis. IAIN Tulungagung, 2016), 27.

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Based on the explanation above, it can be concluded that both of the method is effective to teach speaking at STIT al Urwatul Wutsqo. Because two groups that were treated differently using guessing games and practical method have increased their speaking ability. It can be seen from their means score before and after giving different treatment.

CONCLUSION

Based on the finding can be concluded that the guessing games as method to teach speaking is not effective because the result of hypothesis analysis showed that Z-test is lower than Z table ($1.414099 < 1.96$). The conclusion is there is no difference speaking ability of students who were taught using guessing games and conversation practice.

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