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Guessing Games: Enhancing English Speaking Skills in Secondary School

Meningkatkan Kemampuan Berbicara Bahasa Inggris melalui Permainan Tebak Kata: Studi Kuantitatif di Sekolah Menengah

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Abstract

This study investigates the effectiveness of incorporating guessing games as an English learning strategy, specifically focusing on improving students' speaking skills. Many students face challenges in speaking English due to perceiving it as a difficult language to learn, resulting in a lack of mastery. To address this issue, a quantitative approach was employed, involving a sample of 33 students from an eighth-grade class at SMPN 2 Gempol. Data collection included a pre-test and post-test, with the analysis conducted using the T-paired Test. The results revealed that the t-test value (16.369) exceeded the critical t-table value (2.036). Thus, the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted, indicating a significant positive impact of guessing games on English speaking skills. The findings suggest that teachers can effectively utilize guessing games as an engaging instructional tool to enhance students' proficiency in spoken English.

Highlights:

- Utilizing guessing games as an instructional strategy for English learning.
- Assessing the effectiveness of guessing games on students' speaking skills.
- Significant positive impact of guessing games on English speaking proficiency.

Keywords: Guessing games, English learning, Speaking skills, Quantitative method, Secondary school

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Introduction

Teaching English is certainly different from teaching other aspects. Given that English is a new linguistic science and is a foreign language [1]. It is called a foreign language because English is an international medium to be able to communicate with people from all over the world [2]. Speaking is considered an important skill because, by mastering speaking skills, one can communicate with other people. The purpose of speaking is to encourage the acquisition of communication skills and to interact with people in certain situations. To be able to communicate, speakers need to know what they want to say and use linguistic knowledge or knowledge so that communication can be accepted and understood by listeners [3].

Within the scope of education, English is taught in schools. In learning English, students must master four skills, namely, speaking, writing, reading, and listening. One of the skills that are considered important is speaking. Because speaking skills help students be able to communicate with other people. In this case, the teacher's role is to motivate and be an example for students to improve their English speaking skills.

Based on the observations made by the authors in class VIII F of SMPN 2 Gempol, it was found that students still had difficulties speaking English. This is caused by several factors, such as a lack of mastery of grammar and a lack of vocabulary, so that students are not confident when they want to speak English. When the writer saw how the teacher taught, some students listened carefully while some did not. That is because students do not really know and do not understand what is being studied. Given that English is not the native language of most students,

From the problems encountered, there are several ways to reduce these problems, one of which is the use of guessing game strategies. A guessing game is a game where you have to guess something. One of the games that can be played individually or in groups that are interesting to apply. The rules in the guessing game are quite simple, one person has a clue while the other person has to guess the answer [4]. The use of guessing games helps students more Of the problems encountered, there are several ways to reduce them, one of which is the use of guessing game strategies. A guessing game is a game where you have to guess something. One of the games that can be played individually or in groups that are interesting to play is The rules in the guessing game are quite simple. One person has a clue while the other person has to guess the answer [4]. The use of guessing games helps students more easily understand the material and trains English-speaking students' communication skills. Guessing games can motivate students to practice speaking skills and minimize anxiety so as to reduce students' embarrassment. The guessing game is one of the most played games. Besides being interesting to play, there are also several challenges, such as students having to guess the answers using English [5].

According to the material studied by class VIII F students, the author tries to use a guessing game strategy to recount text material. However, the author focuses on one of the skills, namely speaking. Because, according to the problems found in class VIII F, students still lack proficiency in speaking English. Recount text material is a text that tells of events or experiences in the past [6]. Recount text that contains factual information, a story about a family vacation, or an opinion on an object. The purpose of recount text material is to entertain the reader and provide information based on facts.

The use of guessing games as a learning strategy for speaking skills can be used to train students' abilities and can be adapted to the selected material to be studied. Therefore, the use of guessing games can attract students' interest in honing their speaking skills. so that students can express creative ideas, students can add new vocabulary, students can actively participate in learning, and students can practice self-confidence.

Methodology

This study used a one-group pre-experimental quantitative method with pre-test and post-test designs. Quantitative methods involve a process of collecting, analyzing, interpreting, and describing a finding [7]. Pre-test and post-test were conducted to determine the results of the two tests, which were compared before and after being given treatment. Sampling was carried out in class VIII F with a total of 33 students at SMPN 2 Gempol . Both tests were in the form of oral tests. Then, the data was extracted with the instrument using an assessment rubric. The data was analyzed with a T-paired test, and the results were compared to see if the treatment could improve students' speaking ability and thus prove the hypothesis [8]. The students' speaking ability increases significantly if the t-test score is higher than the t-table value (t-test > t-table). The level of significance level used is 5% or equal to 0.05.

Hasil dan Pembahasan

Result

This research was conducted in class VIII F by starting with the pre-test, then giving treatment, and finally the post-test. The test is in the form of an English dialogue to determine the student's ability to speak English. Giving

treatment is to find out whether there is an increase or whether there is a change in learning to speak. The results of the pre-test and post-test assessments are calculated to see the difference between before and after being given treatment.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	56.48	33	8.171	1.422
	Post Test	65.09	33	7.828	1.363

Table 1. *Paired Samples Statistic*

Based on the table above, it shows that there is a difference between the average pre-test and post-test scores. The pre-test score was obtained with a value of 56.48, while the post-test score was obtained with a value of 65.09 from a total of 33 students from class VIII F at SMPN 2 Gempol.

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	33	.930	.000

Table 2. *Paired Samples Correlation*

The correlation table of paired samples shows the results of whether or not there is a relationship between the pre-test and post-test. The significant value shown in the table is 0.000. So, the pre-test and post-test scores have a relationship. Because the determined significant level is 0.05 then 0.000 < 0.05. If the significant value exceeds 0.05 then there is no relationship between pre-test and post-test.

Paired Differences	
	Mean
Pre Test -Post Test	-8.606

Table 3. *Paired Samples Test*

From the table of paired samples statistics, the average value of the pre-test is 56.48 and the average value of the post-test is 65.09. The significant value (2-tailed) in the table above is 0.000. So, there is a significant effect on the treatment given to each variable. With the determined level of significance is 0.05 then 0.000 < 0.05. After being given treatment in the form of guessing games as a learning strategy for speaking skills, there was an increase compared to the previous test which was still not given treatment. The statistical value of the paired t-test table has a t-test result of 16,369.

It is known from the t-table with df 32 is 2,036. So, it shows that the t-test value is higher than the t-table value (16,369 > 2,036). The results of the t-test showed that there was a significant increase in the pre-test and post-test. Based on hypothesis testing, the results show that H_0 is rejected and H_1 is accepted. Meanwhile, the a significant difference in speaking skills of class VIII F students at SMPN 2 Gempol before and after being given treatment in the form of guessing games as learning media.

Discussion

The research uses guessing games as a learning medium to improve students' speaking skills in English. The use of guessing games as a learning medium to overcome the problems of students' speaking skills in learning to recount text The guessing game is made to make it easier for students to learn to speak so that students can be motivated and not feel bored quickly after understanding the recounted text material. This can be seen in the results shown from significant scores in terms of grammar, vocabulary, comprehension, fluency, and pronunciation.

Before being given treatment, some students had difficulty speaking English. Students seem afraid to speak, lack confidence, and are even reluctant to respond. However, when students are given treatment in the form of

guessing games, they become enthusiastic about participating in learning.

In the research that has been done, it is known that there is an increase in students' speaking skills by using guessing games. It is known that the average value of the pre-test is 56.48 and the average value of the post-test is 65.09. From the results shown, when students were given treatment before and after being given treatment, there was a difference in the average value. Students experience improvement in speaking English by relating their personal or other people's past experiences well. In addition, students feel less tense, more focused, and enthusiastic about participating in learning.

In previous studies that have been carried out using digital guessing games [9], students have increased their speaking skills. The results of the statistical calculation show that the t-observed value (6.49) is higher than the t-critical value (2.019). From quasi-experimental research as a method, it can be concluded that there is a significant difference in students' speaking ability between students who are given a digital guessing game treatment and students who are not given treatment.

Then, the researcher applies a guessing game in the teaching of speaking English by [10]. The sample taken is 32 students in one class. From the calculation of the data, the average post-test score of students increased compared to the average pre-test score. Speaking instruction can be more effective and improve students' speaking skills.

The next research also uses guessing games in teaching speaking English by [11]. From the results of the calculation data, the average post-test score of students increased compared to the average pre-test score. Furthermore, research uses guessing games as a learning strategy. This study applies a one-group pre-test and post-test method. The data was analyzed using the t-test formula, showing that the t-score (4.2) was higher than the t-table (2.093). Thus, guessing games can improve students' speaking skills.

A learning strategy in the form of guessing games can increase students' interest in learning English, especially in speaking skills. In using this guessing game, students are required to pronounce English words. This is to encourage students to be active during learning and able to express their opinions. For students, it can be used as a way to develop ways of thinking and learning. For teachers, it can help concretize learning concepts and help motivate students to be more active in learning English. Thus, the use of strategies can make learning more enjoyable; students can become more relaxed during the learning process; and teachers can create a comfortable learning environment [12].

From the research conducted, it can be seen that the use of guessing games as a speaking skill learning strategy can be said to be effective because it is one way to reduce students' problems in learning to speak English. By using guessing games that are applied to the learning process, students can: participate in class; add new vocabulary; and be creative with their respective language styles when speaking English. The use of guessing games as a medium of learning in narrative and descriptive text can also be used in retelling textual material. In this case, the use of guessing games can help the learning process by adjusting the material to be studied.

Conclusion

Based on the results of the research conducted, it can be concluded that the use of guessing games on students' speaking skills showed a significant improvement when students before and after being given a guessing game treatment in class VIII F of SMPN 2 Gempol. The results of the data shown can be seen from the difference in the average value of the pre-test and post-test. In this study, the use of guessing games as a learning strategy was effective. Students become more active in learning, feel more relaxed, enjoy the learning process, and the learning atmosphere becomes fun. The use of guessing games can be used for learning to speak because, in guessing games, students are encouraged to speak. In this way, students can practice confidence when expressing ideas and can add new vocabulary. This research has several suggestions, such as the use of guessing games for students, which can be done anywhere, not only at school. For teachers, it can be used as a strategy for teaching students' English speaking skills and can be adapted to the material to be studied. Then, the further researcher used and developed guessing games for further learning.

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