



IJOMER

(Indonesian Journal of Multidisciplinary Educational Research)

P-ISSN: 2987-7601 E-ISSN: 2987-0968

<https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/ijomer>

DOI: 10.30762/ijomer.v2i1.2763

Improving Students' Speaking Ability Through Guessing Game for Ninth Grade of MTs Nurul Islam Kediri

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Abstract

The aim of this research is to investigate the implementation of guessing games to improve students' speaking skills of ninth grade at MTs Nurul Islam Kediri in the 2023/2024 academic year. This research is classroom action research. The research design consists of four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection. The research subjects were 29 students in class IX-B MTs Nurul Islam Kediri, consisting of 18 male students and 11 female students. Data collection techniques include observation and tests. The results of this research show that the implementation of Guessing Game can improve students' speaking skills of IX at MTs Nurul Islam Kediri. This can be seen from the increase in the percentage of student learning activities from 63.2% to 84% and the impact on the average student learning outcomes which increased from 79.31 to 84.62.

Keywords: Guessing Game, Students' Speaking Ability, Kediri.

Received:	26-03-2024	Revised:	03-05-2024	Accepted:	04-05-2024
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INTRODUCTION

When learning English, there are four skills that must be considered, including speaking, writing, listening and reading. According to Angelini & Garcia-Carbonell (2019), speaking perhaps the most important to learn because when students learn a foreign language they are considered successful if they can communicate effectively in their second or foreign language. Speaking is a person's ability to express ideas or thoughts that exist within oneself that involve other people in it, convey this information using words (Saddhono & Slamet, 2014). It can be assumed that mastering speaking is one of the goals in learning a language. This is supported by a statement from Ahmed (2017) who says that speaking skills are considered as one of the main skills that EFL learners must develop.

According to Khowatim et al (2022), a common problem for English language learners in Indonesia, both at the primary and secondary education levels, is low communicative competence. Harmer (2008) stages that students are often reluctant to speak because they are shy and unable to express themselves in front of others. Khowatim et al (2022) also added that students' low communicative competence can arise from several factors, such as lack of student interest, students motivation factors, and teaching methods used by teachers. Students cannot claim to be at ease every time they speak a foreign language because speaking is such a vital element of communication yet they are motivated to learn and practice English (Sumanto, 2023). Wafiyah and Shofi (2023) elaborate that usually the challenges faced by teacher when applying techniques in teaching speaking include dealing with students who lack seriousness and consequently disrupt their peers.

In the classroom, learning speaking needs more chances to practice the target language. The teacher should decide the best way in the speaking class in practice, and provides good sets of activities to support learning speaking of students. Harmer (2003) states “ good speaking activities can and should be highly motivation. If all of the students participating fully and the teacher has set up the activity properly and can then give sympathy and useful feedback they will get tremendous satisfaction from it.” One of the goals in learning speaking is that the students are able to use their current proficiency in order to convey their each message and avoid confusions among them due to the three

components which are pronunciation, vocabulary, and grammar. Moreover, the students are able to observe the social and culture rules that applied in reach communication in speaking class practice. Prasetiyowati (2023) add that communication strategy can be used by the students when they faced some difficulties in their speaking.

Based on the statement about the problems of English language learners by Khowatim et al (2022), the researchers also found the same problem at MTs Nurul Islam Kediri where the researchers found that students' speaking ability were still lacking. The students were also being taught using traditional strategies. It was shown that in teaching and learning process students were not very involved.

Based on the phenomenon above, the researchers try to find an effective solution for students' lack of speaking ability. The researchers try to create new atmosphere of English class in eight grade of MTs Nurul Islam Kediri. The researchers choose play a game namely a guessing game in learning to speak. It is to create a fun and enjoyable English class atmosphere. By playing games, students do not feel bored while studying and this will help students be more relaxed in learning English.

According to Syahra (2010), playing games is a technique that can be applied in teaching speaking, because games are a potential activity that gives students a feeling of freedom to express themselves. Most people like playing games because it is an interesting activity for everyone, both children and adults. Games are one method that can be used to teach speaking skills, because games are an activity that can give students a sense of freedom to express themselves. While the meaning of guessing game itself is according to Mirriam Webster (1986), "Guessing game is game in which the participants compete individually or team in the identification of something indicate obscurely (as in riddles or charades)".

This is consistent with a research from Zuhud (2016), with the title "Using Guessing Games to Improve Students' Speaking Ability". This research aims to find out the effect of using guessing games on students' speaking abilities, and also this research wants to know students' perceptions after implementing guessing games in speaking classes. The result showed that the technique

guessing game is quite good and effective way to improve students' speaking ability.

While research from Utary Rustam and Hasbiyah Srianah Amir (2022) entitled *Guessing Game: an Implementation in Speaking Class of High School students*. This research also aims to find out whether the use of guessing game is able to improve the speaking ability of the tenth year students in MA Al-Munawwarah Parepare. This research also applied a Classroom Action Research with two cycles. The results shown that the use of guessing game is able to improve students' speaking ability and students' activeness in the learning process.

Based on the results of several studies above, it can encourage researchers to further explore the application of guessing games on speaking skills in class IX students at MTs Nurul Islam Kediri. This is also based on the problem that researchers found during pre-observation, namely the low speaking ability of students at MTs Nurul Islam Kediri. Then what differentiates this research from previous research is the research subject and also the researchers want to try using a guessing game by means of students spontaneously using language to speak.

METHOD

In this research, the researchers used Classroom Action Research (CAR). The aim of using this Classroom Action Research was improving the students' speaking skill by using guessing game. According Suyadi (2012), Class action research was a kind of research that used in the classroom area. The research was a method to develop skills of group and a way to solve the problem that appeared in the class area. The research subjects were 29 students of class IX-B (18 male students and 11 female students) of MTs Nurul Islam Kediri for the academic year of 2023/2024.

This classroom action research was focused to improve students' speaking skill by using Guessing Games. This research was conducted in the form of two cycles. Each cycle contains four interconnected activities, namely Planning, Action, Observation and Reflection. This supported by Kemmis and McTaggart (1988) suggested that components of Classroom Action Research were series of

activities began from a plan of action until the last process was reflection. It called a cycle research. Each cycle consists of four stages: (1) Action planning, (2) The implementation of the action, (3) Observation and interpretation, and (4) Analysis and reflection.

Planning is preparation carried out to carry out classroom action research using the guessing game learning method as an effort to improve students' English speaking skills. Then implementation (acting) is learning carried out by researchers as an effort to improve students' English speaking skills in the English subject which contains preliminary activities, core activities and closing activities. The steps in implementing learning activities are as follows; 1) The teacher opens the lesson as usual. 2) The teacher explains the descriptive text material 3) The teacher gives a description of Jokowi without mentioning Jokowi's name 4) The teacher asks the students to guess who the teacher has described 5) The students guess and ask whether it is right or wrong 6) The teacher gives answers to the students and discussing the generic structure of the descriptive text entitled Jokowi 7) the teacher divides the students into 5 groups, each group consists of 5/4 students 8) the teacher explains the flow of the guessing game. 9) each group determines who will guess in their group. 10) the teacher asks each group to take a piece of paper containing pictures of the people who will be described. Then each group whose turn it is to take a picture is invited to immediately come forward to play the guessing game for 5 minutes. 11) The group that can guess the most will be the winner. At the observation stage, the teacher observes learning activities carried out by both the teacher and students through the students' interest and calm in learning. At the reflection stage, data will be analyzed regarding the process, results and obstacles encountered in ongoing learning. Individual learning completeness based on the KKM that has been set for the English subject is 75.

There are two instruments used in this research. The first is a speaking test. It has been used to assess student learning outcomes. Here the researchers gives a speaking test to students before the students are given the material to be taught by the researchers. This speaking test can also be used to identify whether students can make progress in speaking. The second is a list of observations. Used to obtain information about student activities in the teaching and learning process.

FINDINGS AND DISCUSSION

This research is implemented in several stages, namely:

1. Pre-Action

The results of the initial assessment using a speaking test and then measured using a speaking assessment rubric showed that the student's speaking ability could be said to be poor. This can be seen from the Minimum Completeness Criteria (KKM) which was set at 75, where only 4 students got scores above the criteria, while 25 students did not reach the criteria. The average student score is 70, lower than the criteria. Therefore, improvements are needed in the teaching and learning process so that all students in the class have speaking skills at least above the KKM. Apart from that, based on preliminary research, several weaknesses were identified in the student learning process, such as learning outcomes that were less than the criteria, students were not given the opportunity to express opinions, and boring learning methods. Therefore, action needs to be taken in Cycle I.

2. Research Cycle

Cycle I

Classroom Action Research (CAR) for cycle I consisted of two meetings; the first meeting was held on Monday, January 30th, 2024, and the second meeting was held on Thursday, February 1st, 2024. The planning stage carried out by the researchers was to prepare several research instruments that would be used in action by implementing guessing games in descriptive text material. The learning tools and instruments prepared include: Learning Implementation Plan (RPP), questions, assessment rubric, and observation sheet. Observation of student activities in learning is carried out through observation sheets, and observation of student learning completeness begins by carrying out an evaluation at the end of cycle I.

During the implementation of the action, the researchers delivered the descriptive text part of the material. Implementation of the first cycle of action consisted of one face-to-face meeting (2 lesson hours) with a time allocation of 2 x 40 minutes. This activity was carried out with learning steps carried out by researchers in accordance with the Lesson plan (RPP) that had been made. When

carrying out the action, the researchers delivered the material in the form of descriptive text. For the first meeting on Monday, January 30th, 2024, the learning activities were as follows; The teacher opened the lesson. Then the teacher explained the descriptive text material. After that, the teacher gave a description of Jokowi without mentioning his name. Then the teacher asked students to guess who is the person. Students had to guess and ask whether it is right or wrong. Then the teacher gave answers to students and discusses the generic structure of the descriptive text entitled Jokowi. Then the teacher divided the students into 5 groups consisting of 5/4 students. The teacher explained the flow of the guessing game. Each group determined who would guess in their group. After that the teacher asks each group to take a piece of paper containing a picture of the person to be described. Then each group who got the turn took a picture is invited to immediately come forward to play a guessing game for 5 minutes. The group that could guess the most is the winner. After the core activities are completed, the lesson ended with closing activities such as greetings and prayers. And for next meeting in the Cycle I on Thursday, February 1st 2024, the researchers asked students to individually come to the front of the class to describe one of their classmates. This was done by the researchers to find out whether there was progress in the value of students' speaking abilities after implementing learning activities in cycle I. In this case the researchers assessed students using a speaking assessment rubric with the results in the table below.

Tabel 1. Scores of Student Learning Outcomes in Cycle 1

No.	Nama	Nilai
1.	Abdillah Fattan Cahyono	76
2.	Aldi Hamsah Aprilianto	77
3.	Alfredo Putra Cahyono	78
4.	Alya Rosma Sari Ningsih	80
5.	Amelia Putri Agustin	76
6.	Ananda Friski	85
7.	Anando Febiansah	80
8.	Beri Alvaro Benites	78
9.	Briyan Rizki Aries	76
10.	Chesya Syeren Nina	81
11.	Dea Ananda Cristianingrum	79
12.	Dinda Ratna Dwi	82
13.	Farel Aditya Pratama	77
14.	Fasterino Rafael Vabiansyah	88
15.	Iffat Azka Muzafar	80

No.	Nama	Nilai
16.	Larasati Prameswari Yuani	88
17.	Lutfi Habibah Putri Hendriana	88
18.	Muhammad Irsyat Syahrudin	79
19.	Muhammad Wahyu Nuruddin	76
20.	Muhammad Nolan Akbar Rizki	75
21.	Nabila Nihaya Sifa	77
22.	Sherly Damayanti	79
23.	Shinta Devi Az-Zahra	80
24.	Surya Januari Pribadi	77
25.	Syaifullah Fazri	76
26.	Wildan Putra Pratama	75
27.	Yogi Pratama Putra	80
28.	Zanwar Putra Prastya	81
29.	Syakira Nazwa D.S	76
Total		2300
Mean		79,31
Total Score		88

Based on the table above, it can be concluded that the average student learning outcomes in Cycle 1 was 79.31, indicating an increase from the pre-action stage. This can be seen from the decrease in the number of students who scored below the KKM, from 4 students to only 2 students. However, student learning outcomes are still below the criteria so it is necessary to carry out Cycle 2.

The final stage in Cycle 1 is reflection. At this stage the researchers identified several deficiencies experienced during the teaching and learning process. Among them are students who still feel they have not mastered the vocabulary used to describe someone, students are quiet and shy when given the opportunity to ask questions, students are not confident or students are afraid of making mistakes in speaking English. These aspects will be taken into consideration when formulating plans for Cycle 2 as a corrective step.

Cycle II

Classroom Action Research Cycle II consists of two meetings held on Monday, February 6th, 2024, and the second meeting held on Friday, February 9th, 2024. The first meeting of cycle II was held on Monday, February 6th, 2024 with the steps taken in cycle II being almost the same as the steps in cycle II. What

differentiates the cycle I and II cycles are activities and planning. Planning in cycle II is based on the results of reflection in cycle I, so that deficiencies and weaknesses in cycle II do not occur in cycle II. Meanwhile, the additional activities in cycle II are located in the main activity, where the researchers briefly reviewed descriptive text material, then the researchers also wrote a list of vocabulary used to describe people. The researchers asked students to follow what the researchers said regarding the pronunciation of the vocabulary. Then the researchers also gave examples related to guessing game activities, and the researchers conveyed to students that when speaking English they didn't need to be afraid of making mistakes. Then the researchers continued the guessing game activity as in cycle I yesterday.

Then the second meeting in cycle II was held on Friday, February 9st, 2024. To measure the success, individual students are asked to present a description of themselves in front of the class, then they will be measured based on the speaking test assessment rubric that has been created. All activities can be carried out on time. The learning process was carried out safely, smoothly and successfully. The following is a table of values for students' speaking skills after being implemented in cycle II.

Tabel 2. Scores of Student Learning Outcomes in Cycle 1

No.	Nama	Nilai
1.	Abdillah Fattan Cahyono	80
2.	Aldi Hamsah Aprilianto	80
3.	Alfredo Putra Cahyono	83
4.	Alya Rosma Sari Ningsih	88
5.	Amelia Putri Agustin	81
6.	Ananda Friski	90
7.	Anando Febiansah	84
8.	Beri Alvaro Benites	82
9.	Briyan Rizki Aries	81
10.	Chesya Syeren Nina	85
11.	Dea Ananda Cristianingrum	83
12.	Dinda Ratna Dwi	88
13.	Farel Aditya Pratama	80
14.	Fasterino Rafael Vabiansyah	95
15.	Iffat Azka Muzafar	86
16.	Larasati Prameswari Yuani	94
17.	Lutfi Habibah Putri Hendriana	91

18.	Muhammad Irsyat Syahrudin	83
19.	Muhammad Wahyu Nuruddin	81
20.	Muhammad Nolan Akbar Rizki	80
21.	Nabila Nihaya Sifa	80
22.	Sherly Damayanti	82
23.	Shinta Devi Az-Zahra	90
24.	Surya Januari Pribadi	88
25.	Syaifullah Fazri	82
26.	Wildan Putra Pratama	80
27.	Yogi Pratama Putra	86
28.	Zanwar Putra Prastya	88
29.	Syakira Nazwa D.S	83
Total		2454
Mean		84,62
Highest Score		95
Lowest Score		80

Based on Table 2, it can be concluded that student learning outcomes in Cycle II are good. This is shown by the average speaking test score in cycle II of 84.62, it can be said that students' speaking abilities have improved compared to Cycle I, and no students scored below the criteria. The final stage is reflection, where students were enthusiastic and involved in the learning process. The results were:

1. Students had the courage to ask what they don't understand
2. Students dared to speak English confidently
3. Students already understood several vocabulary words that are often used to describe people.

According to the data, this study successfully met the success criteria in the final session of the last cycle. This was evident from the data gathered through the pre-test, post-test 1, and post-test 2. Additionally, the students responded positively to the use of Guessing Games. Overall, the study concluded that implementing Guessing Games could improve the speaking skills of ninth-grade students at MTs Nurul Islam Kediri for the academic year of 2023/2024.

CONCLUSION

Based on the results of this research, it can be concluded that students' speaking abilities during the learning process in both cycle I and cycle II using the guessing game method experienced a satisfactory improvement. This can be seen from the student learning results which improved from 63.2% in cycle I to 84% in cycle II and the average student learning outcomes which increased from 79.31 to 84.62. Thus, it can be said that the guessing game method can improve English speaking skills in class IX-B students at MTs Nurul Islam, Kediri.

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