

GUESSING GAME METHOD IN SPEAKING INSTRUCTION

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Abstract

The aim of this research was to investigate in depth the use of the guessing game method in speaking instruction, as well as the advantages and disadvantages of the guessing game method in speaking instruction and the result of the use of the guessing game method in the process of speaking instruction of the students in one of Junior High Schools in Karawang. The research method is a case study with a qualitative approach. The data sample including 4 students and 1 teacher was purposively selected based on specific criteria. Observation, interview, and documentation were used as the instruments for eliciting the data. The data collected were analyzed through three stages: data reduction, data display, and drawing conclusions or verification. Finally, after analyzing the data in depth, the results showed that the use of the guessing game method in speaking learning worked well and that students were active during class speaking learning. The guessing game method of speaking has its advantages and disadvantages. The implementation of the guessing game method in speaking and learning showed excellent results. The students had increased ability, knowledge, and skill in speaking English.

Keywords: *Learning Method, Speaking, Guessing Game*

INTRODUCTION

A good command of the English language is the main requirement for entering the global market, where being able to speak English gives you the advantage of being able to compete globally (Gradol, 2006). Many inventions, both in science and technology, are written in English. To access this information, of course, human resources are needed who have adequate competence in English, both spoken and written. In learning English, students will not be separated from the four skills, namely: listening, reading, speaking, and writing. The four skills in English are connected. Like when we were young, we learned listening skills, then speaking

skills, and after that, reading and writing skills. Therefore, speaking is an activity that should be active in the classroom during the learning process.

The definition of speaking is the ability to pronounce articulate sounds or words to express or convey thoughts, ideas, and feelings. So speaking can be considered the most important human tool for social control (Tarigan, 2008). Some experts say that speaking skills can be fostered and trained both at home and at school. Therefore, learning about speaking in the classroom requires special attention from a teacher in presenting the learning.

Based on the reality that happened at one of the public middle schools in

Karawang, which is a school located in the city center, The school has earned the nickname "one of the best schools in the city of Karawang. From the results of an unstructured interview with one of the English teachers at the school. The teacher said that the student's English scores were always good and the English learning process was active, especially in learning to speak. The teacher uses methods for learning with creativity. By the rules of the curriculum merdeka, teachers are required to be more creative.

The method used by the English teacher at the school when teaching speaking is game-based, namely the guessing game. A guessing game is a game in which individuals or groups answer several questions that have been given keywords. With the aim that students learn to ask questions in English (Prihantoro, 2013). Based on the results of research conducted at Junior High School 18 Malang by Ibrahim (2012), it shows that teaching speaking using the guessing game method can further improve students' speaking skills.

From the explanation above, it needs to be studied regarding the use of the guessing game method in teaching speaking students at Junior High School 1 Barat Karawang so that the results are useful for other teachers and other schools. Based on the background above, this research is limited to learning to speak through the guessing game method for students. Researchers formulate the problem in this study, namely: 1) How is the guessing game method carried out in teaching speaking? 2) What are the advantages and disadvantages of using the guessing game method in teaching speaking? 3) What are the results of using the guessing game method in teaching speaking?

Teaching speaking

Speaking skills in English are a top priority for students learning their second language. Because of this speaking skill, students can evaluate the extent of their improvement and success in terms of learning their second language. In the process of teaching and learning to speak, we tend to gain the ability to develop ideas or learn several other aspects related to speaking. (Richard, 2008).

According to Harmer (2007), good speaking activities can and should be very interesting for students if they participate fully and if the teacher has managed learning activities well, provides useful input for students, and gets satisfaction from learning them. That way, it can be concluded how important learning to speak is in the process of learning English. By practicing speaking in class, students can express their speaking abilities..

Game-based learning method

Learning a language is a difficult task that can be frustrating at times. Continuous efforts are needed in learning English, one of which is choosing good games that are suitable for learning, because with games students can avoid tension while at the same time practicing language skills, especially English. Games can be considered funny; they are also challenging and competitive with fellow friends, which makes students motivated; besides that, games also encourage students to learn together (Eroz, 2000). Here are some game-based learning methods:

a. Simulation

In the simulation, students can act like other people. Simulation is a person's behavior to act like the intended person, with the aim that students can learn more deeply about other people's feelings and do

something so that they practice playing the role of another person. (Roestiyah, 2008)

b. Guessing game

The guessing game is one way or method to improve students' speaking skills. This way of teaching students to write a meaningful word or phrase on a long, small piece of paper Then the students asked questions in English, and the other participants answered yes or no. So that it makes students active in speaking (Prihantoro, 2013).

c. Describing Myself

Decribing myself is a method in which students describe their physical characteristics in front of the class (Prihantoro, 2013).

d. Picture Describing

In this picture describing the method, students are divided into several groups, and each group is given a different picture. Students discuss pictures with their respective groups, and then a representative from each group explains them to all students in front of the class. This activity encourages students' creativity and imagination as well as their public speaking skills (Kayi, 2006).

Guessing game

Learning through the guessing game method involves students writing meaningful keywords on a piece of paper and reading them in front of the class, and then other students asking questions in English. So that it makes students actively speak (Prihantoro, 2013)

With this game, each group can help guess something by giving clues, but after students ask questions, for example, if the guess is "table, then students must ask questions like "is it long?" and "is it

square?" until another student or group leader says "yes" or "no." After that, the student can continue the question, "Is it in class?" Students ask questions until they can answer them (Mega, 2009: 24). It can be concluded that through this game (the guessing game), students are required to be more active in asking questions. So students can apply their abilities to asking good and correct questions.

METHOD

This study aims to thoroughly reveal the process of speaking learning in Junior High School 1 Karawang Barat, which emphasizes guessing games. Then the appropriate research method for this research is qualitative. Qualitative research is used to examine the condition of natural objects (Sugiyono, 2012). Meanwhile, the research design is a case study. Case studies are research conducted on an object, which is referred to as a case, that is carried out in its entirety, comprehensively, and in depth using various data sources. Creswell (2009).

The research subjects, according to the research objectives, were four students. To fulfill the principle of triangulation and increase the accuracy of the data, after observing and interviewing the four students, interviews were then conducted with teachers in the field of English studies. So, the research subjects amounted to five people. In this study, the researcher made every effort to understand and explore this research as much as possible so that the research objectives could be achieved by collecting data. Data has an important role in research because, without it, it is impossible to get a result from the research. Data collection was carried out through (1) observation, (2) interviews, and (3) documentation.

The research was conducted at Junior High School 1 Barat Karawang,

located on Sukarja Jaya Laksana Street, RT/RW 03/25, Nagasari, Karawang Barat subdistrict, in the Karawang district, Barat Java. The whole event took three months to complete, from March to May 2023. Karawang Barat 1 Public Middle School is one of the public schools that stands in the center of the city of Karawang, precisely on the street Sukarja Jayalaksana, Nagasari, Karawang Barat District, Karawang Regency, Barat Java Province. Junior High School 1 Karawang Barat was founded in 1952 and has a Type A accreditation level. Junior High School 1 Karawang Barat has a land area of 12450 m² and a building area of 9590 m².

FINDINGS & DISCUSSIONS

Information related to the use of the guessing game method in teaching speaking at Junior High School 1 Barat Karawang was obtained through observation, interviews with respondent 1 – respondent 5, and documentation studies of one English teacher and four students.

The use of the guessing game method in speaking learning in Junior High School 1 Karawang Barat

Description of Observation Results

Observations made by the author in learning English speaking using the guessing game method include: before learning, the English teacher for class VII prepares several things, including: power points containing pictures of animals from Google as a support for delivering learning material; colored paper (origami) as a tool for students to carry out guessing games guided by the teacher; and star-shaped origami to be used as a reward for students who successfully guess correctly.

Description of Interview Results

The interview results related to the use of the guessing game method in speaking learning in Junior High School 1 Karawang Barat. The results of interviews were obtained from one English teacher and four students, from respondent one (R1) to respondent five (R5).

Respondent 1 (R1)

According to respondent one (R1), the use of the guessing game method aims to improve students' abilities in speaking learning, which leads to active, innovative, creative, educative, fun, joyful, and weighty learning. During the process of using the guessing game method, R1–R5 stated that the interaction was well established, both between teacher and student and between student and student. Students tried active speaking without fear of being wrong because this activity is carried out together. The process of using the guessing game method in speaking learning in Junior High School 1 Karawang Barat is as follows:

- 1) The teacher explains the learning material with the appropriate specific media.
- 2) Students are divided into several groups, each consisting of four students.
- 3) The teacher tells students how to play and the rules of the guessing game.
- 4) Each group of students tries to guess the characteristics of the animal. People and objects

At the end of the activity, the teacher announces who gets the most scores, after which the teacher explains the meaning of using the guessing game.

Respondent 2 (R2)

The use of the guessing game method makes students feel less afraid to

try to speak English in class, even though there may be mistakes. Students do not feel tense; on the contrary, they feel fun when learning takes place. The use of the guessing game method can be called learning and playing at the same time. R2 admits that learning using the guessing game method does not feel like you are learning but playing, and that way the material can be mastered quickly.

According to R2, the steps for using the guessing game method are: delivering material by the teacher; guru dividing the 48 students in one class into small group units consisting of 4 members in one group; teacher giving one colored piece of paper; all groups are given the task of describing animals and objects according to what the group will make; for example, if one group chooses an elephant, then its characteristics are mentioned, such as that it is big and that it has four legs; after writing it, then reading it in front of the class, then other students try to answer it.

Respondent 3 (R3)

The teacher provides different methods that make students more enthusiastic and not bored with learning English. Meanwhile, according to R3, the purpose of using the guessing game technique is for those who don't know to know. At first, students do not know the characteristics of animals, people, or objects. Through the guessing game method, students learn the characteristics of animals in English. Unknowingly, the guessing game method used by the teacher makes us interact and discuss with each other in class. Students are divided into small groups and start learning while playing the guessing game method. For students who can guess the characteristics of animals in English, the teacher will give them a star-shaped piece of paper as a point.

Respondent 4 (R4)

According to R4, the use of the guessing game method in class VII was motivated by students who felt bored with monotonous learning, considering that the average age of students was 12 years. So the use of the guessing game method is considered fun during speaking learning, and the theory conveyed by the teacher is more easily adopted. R4 considers the use of the guessing game method to make students understand more about the characteristics of animals and objects in English in a simple but fun way. The concept of learning to play while playing and playing while learning, the guessing game method, is done in groups of 4 people. If there are students who want to guess, they have to say "binggo."

Respondent 5 (R5)

During the learning process, the interaction between teachers and students and students with students is excellent. Students discuss with each other, while students and teachers ask each other questions. According to R5, there are several learning media that are used in the speaking learning process using the guessing method, namely: laptops, infocus, colorful paper, and pictures. While the steps are: The teacher explains the material. Students are divided into small groups consisting of four people per group. The teacher explains the rules of the game. The teacher distributes paper to write on the characteristics of animals. The results of the student work are read in front of the class, and other participants try to guess. Students who successfully guess will be given a star as an assessment point.

Description of Documentation Results

Based on the results of the documentation, researchers analyzed the implementation of speaking learning by Junior High School 1 Karawang Barat students. The researcher observes the

process of learning and teaching activities carried out by the teacher towards students in the classroom. In this study, researchers will analyze the implementation of learning following the teaching module. In the teaching module, there are several that are analyzed by researchers, including basic competencies, and steps in learning activities.

Basic Competencies

Before participating in the lesson, students were not able to mention the physical characteristics of animals and objects, while after participating in the lesson, students were able to mention the physical characteristics of animals and objects.

Before participating in learning, students have difficulty determining the exact meaning of vocabulary in English related to the physical characteristics of animals and objects. After participating in learning, students can determine the meaning of vocabulary in English that is precisely related to the physical characteristics of animals and objects.

In this case, the researcher sees that the process of implementing speaking learning using the guessing game method is guided by the basic competencies written in the teaching module. During speaking learning in the class, students were able to mention the physical characteristics of animals and objects, and they could determine the meaning of vocabulary in English that is precisely related to the physical characteristics of animals and objects. Students were also very excited and active in the class.

Steps in Learning Activities

Based on the results of the study, the steps in learning are carried out by the teacher to students who are based on the teaching module:

Preliminary activities

preparing students; checking student attendance; prepare students psychologically and physically to participate in the learning process; motivating students to learn contextually according to the benefits and application of teaching materials in everyday life by providing local, national, and international examples and comparisons; submit about the relationship between previous knowledge and the material to be studied; explaining the learning objectives or basic competencies to be achieved; convey the scope of the material and the description of activities. Based on the explanation above, the researcher saw that in the learning process, the initial activities carried out by the teacher were those in the teaching module, starting from preparing students and greeting them until the description of activities was done properly.

Core activities

Displays pictures of animals; finds and reveals five differences by mentioning what aspects and how they differ from the teacher's guide; inventory of vocabulary used in asking and stating the physical characteristics of animals and objects; identify sentence patterns used in saying and stating the nature and physical characteristics of things; Students work in groups to name a few words that can be used to ask about and state the nature and physical characteristics of objects; Representatives of students presented their findings about several words that can be used to ask and state the nature and characteristics of objects using the guessing game method; Student representatives presented examples of sentences with

appropriate patterns to ask and state the nature and characteristics of things. Based on the explanation above, the researcher saw that the English subject teachers had prepared material before the activity took place. It can be seen from the media that the teacher brings to the classroom, PowerPoint files and paper stars are tools for teaching. The explanation of the material explained by the teacher in this core activity is straightforward to understand.

Closing Activity

At the end of the activity, the researcher saw students and teachers reflecting on learning activities and their benefits, providing feedback on learning processes and outcomes, and receiving independent assignments to write down the physical properties and characteristics of objects, buildings, and other plants in their environment as follow-up learning activities.

Strengths and weakness of the guessing game method used to teach speaking in Junior High School 1 Karawang Barat

Description of Observation Results

The researcher observed numerous pros and drawbacks while doing the investigation. The following are a few benefits and drawbacks of the guessing method:

The guessing game got a pretty good response from the students, and the use of the guessing game method in teaching speaking made students more active and more attractive want to convey what students know, wrong or right, students still try to answer. This is because students do not feel ashamed and do not feel afraid. Guessing games make it easier for students to receive material and for teachers to deliver the material. Psychologically, for students who are successful in answering,

there will be an extraordinary sense of pride, which will spur other students to be more active in trying to answer so that the speaking learning atmosphere is active and not boring. This is supported by Sujono (2012: 5) that success will lead to satisfaction and encourage students to learn better. The success of the guessing game method is, of course, also influenced by the nature of the teacher, who is creative and good at adapting. Another advantage of the guessing game method is that it is easy to apply to various studies of learning English.

Description of Interview Results

According to respondents one through five, the following description of the interview's findings highlights its strengths and weaknesses:

Respondent 1 (R1)

According to R1, by using the guessing game method, the students' response was very good, it can be seen from the results of the students' reflections that they were even very enthusiastic and wanted to repeat the use of the guessing game technique in learning speaking. By using the guessing game method, students were more active in speaking and more attractive because they wanted to convey what they knew. It can be seen from the learning process that when using the guessing game, almost all students say "binggo," which means students want to guess. However, it is very unfortunate that the use of the guessing game technique is limited by the time in which each lesson is approximately 2 x 45 minutes. Apart from that, not all learning materials are suitable for the guessing game method, so it is the teacher's job to make the learning atmosphere as enjoyable as possible.

Just like other methods, not all material is suitable for the guessing game method, and children's abilities are

different. In addition, the limited time allocation for each lesson hour gives students little opportunity to answer questions or give special characteristics about animals and objects in front of the class.

Respondent 2 (R2)

R2 revealed that by using the guessing game method, it became easier for students to master the material provided in terms of the meaning and spelling of vocabulary. R2 also revealed that the use of the guessing game technique made students feel more motivated to be more active in speaking. Meanwhile, the weakness of the guessing method, according to R2, is that there is less time, while there are still students who want to guess, but the learning hour has ended.

Respondent 3 (R3)

According to R3, students are very interested and really like speaking learning using the guessing game method. Students feel not ashamed to try to guess the word that they think is right. The use of the guessing game technique lasts about an hour of learning, and that's less.

Respondent 4 (R4)

Students' interest in learning increased and they truly enjoyed learning speaking using the guessing game method, according to R4. R4 values their teacher since he know how to use teaching strategies effectively. However, playing the guessing game itself takes a long time, so not every group member has the chance

Respondent 5 (R5)

R5 argues that students who previously had a small vocabulary in English now have more English vocabulary. Especially by using the guessing game method, learning

in class becomes very fun. It's just that it clashed with the end of learning, there was not enough time.

Description of Documentation Results

Based on the documentation gathered from the teaching module at SMP Negeri 1 Karawang Barat regarding the benefits and drawbacks of employing the guessing game approach for speaking instruction.

Based on the teaching module's paperwork regarding learning resources, material delivery, and time allotment. These three factors have an impact on the benefits and drawbacks of learning English.

The application of the guessing game technique in accordance with the learning module's instructional materials delivery of learning material with interesting teaching methods so that it is perfectly adopted by students. However, the guessing game method does not match all the learning materials. Besides that, in terms of time allocation in the module. The time allocation that the teacher uses is good enough, namely 2 x 45 minutes, it's just not optimal, and not all students get the chance to guess.

Results of using the guessing game method in speaking learning

Description of Observation Results

Students look enthusiastic in class to guess the characteristics of animals using English. Students guess based on the characteristics mentioned by the presenting group. From the beginning of learning to the end of learning, students are active and enthusiastic about participating in learning. Almost all students were active in trying to guess the animals and objects meant by the presenting group.

Based on observations, almost fifty percent of students got colored paper stars. Colored paper stars are obtained by students when students succeed in guessing. managed to get a star, which means managed to get a daily score from the teacher.

Memorable learning is not easily forgotten by students, they even apply it when they take breaks in the canteen. Students make simple guesses with their friends using English.

Description of Interview Results

Respondent 1 (R1)

R1 stated that after students took part in learning speaking using the guessing game method, students' knowledge increased, they were better able to describe objects, people, or animals, and students also mastered vocabulary such as adjectives and nouns.

Respondent 2 (R2)

According to R2, the knowledge he has gained after participating in learning using the guessing game technique increases his vocabulary, including vocabulary about animals and objects, R2 reveals that there are many benefits that can be drawn from this guessing game. In addition to increasing knowledge, R2 also admitted that his learning outcomes had increased, it can be seen from the increase in his English grades, which was a matter of pride, said R2.

Respondent 3 (R3)

According to R3, the knowledge he has gained after participating in learning using the guessing game technique is improving his pronunciation and vocabulary related to the material or words that are used as guessing games.

Respondent 4 (R4)

According to R4, the learning outcomes have also improved, with the guessing game method more or less making students remember the material. so that at the time of the test, they can do it. Apart from that, the other students' activeness has increased, which is also proof that learning outcomes with the guessing game technique have an effect on improving student learning outcomes.

Respondent 5 (R5)

R5 admitted that there was an increase in his speaking learning outcomes, the students became more active in speaking, scrambling to answer "binggo" was not shy, the students tried to answer what they understood and what they thought was right, even though in the end something went wrong, it didn't make the students embarrassed. There is an increase in speaking learning outcomes by using the guessing game method, according to R5.

Description of Documentation Results

The results of learning to speak using the guessing game method are in accordance with the learning objectives, namely to mention the physical characteristics of the person in the picture orally accurately, fluently, and acceptably based on several pictures. Find the meaning of the word (adjective) and sentence patterns that are used correctly. Judging from the documentation of the teacher's assessment, the writing results of class C students obtained an average value of 85.

DISCUSSION

The use of the guessing game method in speaking learning in Junior High School 1 Karawang Barat

The learning process plays an important role in achieving effective learning objectives. The steps taken in the process of learning activities using the guessing game method in learning speaking at Junior High School 1 Karawang Barat are as follows:

1. The teacher explains the learning material with the appropriate, specific media.
2. The teacher groups students into small groups, each group consists of four students.
3. The teacher tells students how and what rules of the guessing game will be used.
4. Guessing games are held.

At the end of the activity, the teacher announces who gets the most scores, after which the teacher explains the meaning of using the guessing game.

Strengths and weakness of the guessing game method used to teach speaking in Junior High School 1 Karawang Barat

Advantages of guessing game method

The guessing game got a pretty good response from students. The use of guessing game techniques in speaking learning made students more active and more attractive because they wanted to convey what students knew. For students who are successful in answering, there will be an extraordinary sense of pride, this will spur other students to be more active in trying to answer so that the speaking learning atmosphere is active and not boring. This is supported by Sujono (2012) that success will lead to satisfaction and encourage students to learn better. The success of the guessing game technique is, of course, also influenced by the nature of the teacher, who is creative and good at adapting.

Disadvantages of guessing game method

Just like other methods and techniques, not all material is suitable for the guessing game method, and children's abilities are different, so not all schools that use guessing games in learning speaking will be successful. In addition, the limited time allocation for each lesson hour gives students get little opportunity to answer questions or give special characteristics about animals, objects, and people in front of the class.

Results of using the guessing game method in speaking learning

Based on the results of interviews with R2, R3, R4, and R5 after they took part in speaking lessons using the guessing game method. student learning outcomes increased, as seen from the cognitive element, namely that they had the ability to describe nouns and animals, also had vocabulary mastery regarding some of the material that had been taught. When viewed from the affective element, the interest and response of the students were very good, you could even say they were enthusiastic. Furthermore, when viewed from the psychomotor element, they are skilled at mentioning the special characteristics of nouns and animals in front of the class.

Learning outcomes can not only be seen in class but also applied outside the classroom; learning outcomes using the guessing game method are applied to students outside of learning hours. In addition, R2, R3, R4, and R5 also get better grades than before; their daily test scores are also better.

CONCLUSION

Based Based on the analysis of the data that has been presented, it can be concluded that the implementation of learning to speak at SMP Negeri 1 Barat

Karawang using the guessing game method is in accordance with the learning objectives that have been set. The guessing game method has the advantage of increasing student enthusiasm for learning and increasing student activity in speaking. While the lack of the guessing game method in learning to speak is due to the limited time in use and not all material being suitable for this method, overall, the implementation of learning to speak using the guessing game method showed very good results; students who took part in speaking lessons showed an increase in ability, knowledge, and skills in speaking English.

Suggestions for further research regarding the topic of this research include improving writing and modifying methods to make it even more attractive to students.

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