

Improving The Tenth Grade Students' Speaking Ability Through Guessing Game at SMK Saraswati 3 Tabanan

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ABSTRACT

The research aimed at improving students' speaking ability through guessing game. This research was conducted using Classroom Action Research (CAR) with subject was grade X TB 1 of SMK Saraswati 3 Tabanan consisted of 31 students. The purpose was to identify students' speaking ability before and after the application of guessing game. The data analysis technique was qualitative and quantitative data using observation, notes and tests. Guessing game used as an interested way to train students' speaking ability on Descriptive text material. The steps were students guess clues and made a descriptive video based on the clues about something, someone, or place. The result of this research showed improvement on students' speaking ability from the mean score of the pre-test was 51.1, increased to 65.4 in the Post-test I, and the mean of Post-test cycle II reached 74.2. In addition, students who passed the Minimum Mastery Criterion was also increased from 4 students (12.9%) in pre-test, became 15 students (48.4%) in post-test 1, and increased to 27 students (87.1%) in post-test 2. Furthermore, can be concluded that the application of guessing game give a positive impact on the teaching learning activity so that it can increase students' motivation in learning.

Keywords : Guessing game, speaking ability, descriptive text

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa melalui guessing game. Penelitian ini dilakukan menggunakan Penelitian Tindakan Kelas (PTK) dengan subjek penelitian adalah siswa kelas X TB 1 SMK Saraswati 3 Tabanan yang terdiri dari 31 siswa. Tujuan dari penelitian ini adalah untuk mengidentifikasi peningkatan kemampuan berbicara siswa sebelum dan sesudah penerapan guessing game. Teknik data analisis yang digunakan adalah data kualitatif dan kuantitatif menggunakan observasi, catatan pendidik dan tes. Guessing game digunakan sebagai cara yang menyenangkan untuk melatih kemampuan berbicara siswa pada materi Deskriptif teks. Langkah-langkah permainan meliputi siswa menebak petunjuk dan membuat video deskriptif berdasarkan petunjuk tentang sesuatu, seseorang, atau tempat. Hasil akhir penelitian ini menunjukkan peningkatan kemampuan berbicara siswa yang dapat dilihat dari nilai rata-rata tes awal adalah 51,1, meningkat pada tes akhir siklus I menjadi 65,4, dan rata-rata nilai pada tes akhir siklus II meningkat hingga 74,2. Selain itu, siswa yang mampu melampaui Kriteria Ketuntasan Minimal (KKM) juga meningkat dari 4 siswa (12,9%) pada tes awal, menjadi 15 siswa (48,4%) pada tes akhir siklus I, dan meningkat hingga 27 siswa (87,1%) pada tes akhir siklus II. Selanjutnya dapat disimpulkan bahwa penerapan guessing game memberikan pengaruh positif pada kegiatan belajar mengajar sehingga dapat meningkatkan motivasi belajar siswa.

Kata kunci : *Guessing game, kemampuan berbicara, deskriptif teks*

1. Introduction

English is one of the compulsory subject being taught in schools in Indonesia because it has been considered as an essential language to be learnt. There are four basic skills of English including listening, speaking, reading, and writing. Speaking is however, a skill which deserves attention every bit as much as literary skills, in both first and second languages (Bygate, 1987). Speaking ability especially in English should be taught since early age because in this globalization era, students need to master foreign language mainly English as international language used by people in entire world. English dominates all areas ranging from technology, education, politic, trade and so on. In the curriculum of education in Indonesia, English is taught as foreign language. Students find speaking English fluently is not that simple, to speak a language other than our mother tongue or our first language is quite complex and difficult because it is generally not use as our daily life language.

This research is focusing on the matter of English speaking ability by the tenth grade students of Vocational High School in SMK Saraswati 3 Tabanan which is competence in tourism department, it requires students to be able to mastering English well; mainly in oral language, in relation to their ability to communicate as a guest servant and work in tourism hospitality services after they graduate. In fact students' speaking ability is still need to be concerned more by the reason such as lack of practice, vocabulary mastery, level of confidence and confusing grammar. The activity of teaching speaking in class is also less effective because students feel bored quickly during learn and they have difficulties on understanding and delivering what they read or listen. The lack of learning motivation that come from students themselves and the ordinary method used by teacher creating a less conducive class atmosphere. Furthermore, it affected on students result score of speaking that still considered as low. To overcome those problems of speaking, there are many ways can be applied on the learning process. One of the ways could be used is using educational game as the learning media. Games are also a way to be sure all learners are included in the learning effort, not only a few highly motivated or extroverted students. (Dalton, 2006:3).

In this research, the researcher used the variation of guessing game. Guessing game is one kind of game in which the participants compete individually or in teams to identify something that indicate obscurely. The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out (Klippel, 1984:31). Guessing game gives more opportunities to improve speaking skill of tenth grade students as the advanced stages and strengthening of their comprehension of speaking and grater opportunities for students to practice speaking more fluently. Moreover according to Allen (1983:75) Guessing game can be applied in the class in intermediate school so that it is appropriate with the level of Vocational High School (SMK). In accordance with the English material of the tenth grade students, guessing game is suitable to be applied on the subject of Descrptive text because students has the same chance to do both expressing and explaining the words/sentece in a fun way. This game is expected to solve students' problems in practice speaking as stated above and help students to grow their spirit of learning also give positive contribution in teaching speaking process.

The purpose of this research is to identify the tenth grade of students' speaking ability at SMK Saraswati 3 Tabanan before and after the application of guessing game including the students' result score of speaking and their motivation in learning speaking. This research is expected to be a reliable example of the application of game in teaching learning process and become one of useful references in the future.

2. Method

The design use in forming the research is Classroom Action Research (CAR) that aimed to improve the quality of learning practice focused on the process of teaching and learning in the class following the steps of action research proposed by Kemmis and McTaggart (1988) consisted of four main components namely: planning, acting, observing, and reflecting. The subject of this research was tenth grade students of SMK Saraswati 3 Tabanan with the population was all of tenth grade students and the sample taken in the class of X TB 1 consist of 31 students with 24 male and 7 female students. The length of research was implemented on 4th April until 2nd May 2020 with 5 times of meeting. The data were analyzed qualitative and quantitatively. The qualitative or experience-based data was obtained from observation using observation sheet, documentation during research, and notes to record all the activities during learning process. The quantitative or number-based data was obtained using speaking test including pre-test and post-test (Cycle I and Cycle II of guessing game treatment)

This research was implemented during the outbreak of Covid-19 pandemic, so that the school was closed and students did the study from home. It also gave impact on the process of obtaining data in this research which should have been carried out directly in the classroom. Due to the situation of SMK Saraswati 3 Tabanan was closed, the Classroom Action Research (CAR) and the data collection was done through online class in WhatsApp group. The researcher did the action of guessing game in online class with some change in the steps and rules of the game. The mechanism of the game was modified from group game to individual game because it was not possible to do a group game through online learning. The assessment of test was done by descriptive speaking video made by students.

The research was done in 2 cycles. In assessing students' speaking ability, the researcher used scoring rubric that evaluated five criterions. Each criterion was given point from 1 – 5 point. These categories were Accent, Grammar, Vocabulary, Fluency, and Comprehension. The points of every categories could be defined as; 1 (really bad), 2 (bad), 3 (enough), 4 (good), and 5 (excellent). The rubric was described as follow :

Table 1. Students' Scoring Rubric

Categories	Point
Accent	1 – 5
Grammar	1 – 5
Vocabulary	1 – 5
Fluency	1 – 5
Comprehension	1 – 5
Total	25

The minimal mastery level criterion (KKM) was 70, considering English subject which was set by the school agreement at SMK Saraswati 3 Tabanan. Based on the scoring rubric, to identify each student score, it could be applied the formula as follow:

$$S = \frac{N}{25} \times 100$$

Where:

S = students' score

N = students' point

After know each score of student, the researcher find out the mean score. Sudjiono (2014:81) stated that to measure the mean of students score in the post-test of each cycle, the following formula is applied:

$$X = \frac{\sum x}{n}$$

Where:

X = mean

$\sum x$ = total score

n = number of students

Last, the researcher got the class percentage which passed the minimal mastery level criterion (KKM) which had been set and approved as 70. According to Sudjiono (2014:43) the formula could be applied as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the class percentage

F = total students who passed KKM

N = number of students

3. Findings and Discussion

On this section, the findings that had been done on the material of Descriptive Text focusing on the English skill of speaking by using guessing game as the media to improve students' speaking ability and the result of improvement between before and after application of guessing game treatment is explained briefly. The Classroom Action Research (CAR) was only done through online class and without direct face-to-face meeting.

Table 2. The Data Result

No	Cycle	Mean (Σ)	Total of Students Who Reached KKM	Percentage of Students Who Reached KKM
1	Pre-Cycle (Pre-Test)	51.1	4	12.9%
2	Cycle I (Post-Test 1)	65.4	15	48.4%
3	Cycle II (Post-Test 2)	74.2	27	87.1%

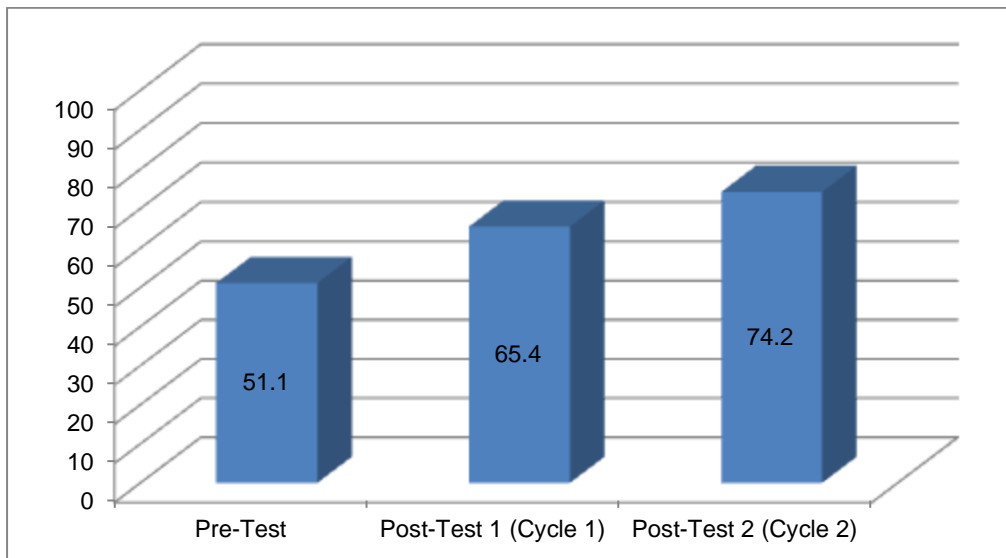


Figure 1. Diagram Result of Students' Speaking Ability Improvement

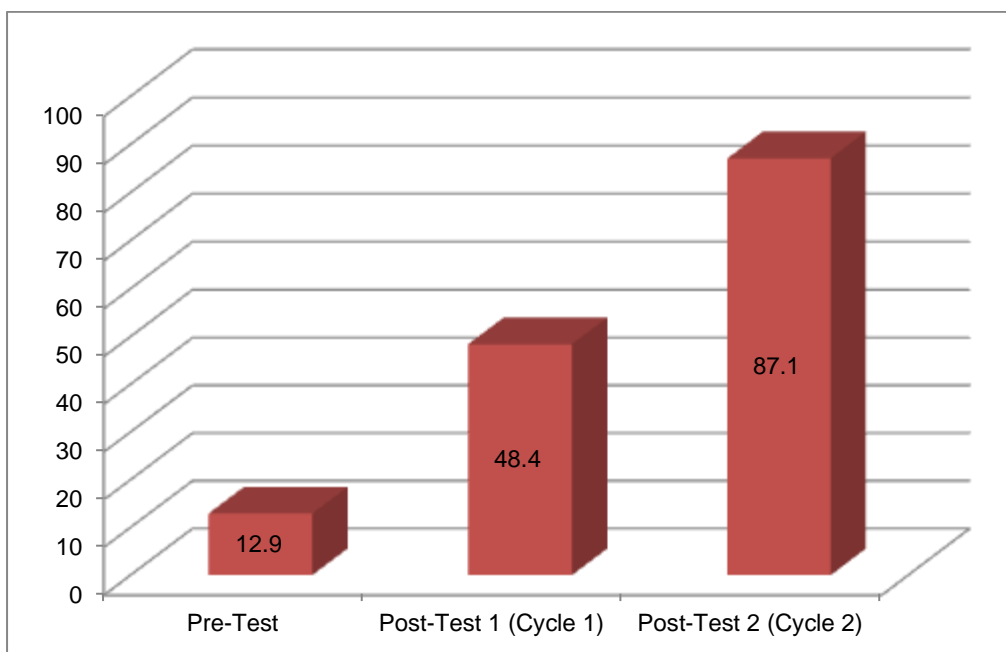


Figure 2. Diagram Result Percentage (%) of Students Who Reached KKM

Based on the result of the research, on the pre-cycle, students made the descriptive video without any other learning activity. The theme of video they had to make was about someone. After giving highlight about the material of Descriptive text that will be discussed along next several meetings, they started to make the assignments. During the video making, the students composed their own idea using online dictionary to help them forming the sentence. The atmosphere of the group of online class was quiet. Mostly of the students were inactive on the group conversation.

Next on the Cycle I of action research, it held in two times of meetings. On the Cycle I after did the discussion about the material of Descriptive text, the researcher applied the guessing game entitle "Tell Me Yours" with the rules of students guessed 10 scrambled-words clues, organized it,

chose one clue they like then did the description of it. The theme of the clues was about someone and something. The researcher made the game as simple steps because the treatment did not directly apply on the class, to avoid any confusion the researcher tried to make it as clear as possible and suitable for X TB 1 students whose English was limited. The result of observation in cycle I using observation sheet, the atmosphere of learning was quiet. When did the discussion, some students were less active, they only read the chat and did not give replay. When did the activity of guessing game, they paid attention and actively asked when they have trouble during make the assignment.

After applied the guessing game as the technique in teaching speaking, on the post-test 1 the researcher could see students' assignment videos was better than before the application of the game. It also gave a good impact on student score of speaking that was increased. On the post-test 1 not all students can improve their speaking ability significantly, but however they found that guessing game was more fun than the usual method used on the class so that their motivation in learning English mainly in speaking can increase. Because of all the aspect of speaking was still need to be improved during the first cycle, so that the researcher had to move to the next cycle.

The research was continue to the Cycle II of treatment with two meetings also. On the Cycle II the researcher applied the guessing game about guessing place entitle "Guess Where is it:?" The step of the game was also made different with the previous game to prevent students' boredom and to provoke their curiosity. On this game, there were no choices of clue to be chosen. All students were given 4 general and specific clues and they must connect the clues to be able to guess the intended place. The researcher deliberately gave the same clues to all students in order to know their knowledge about famous places equally. Then students were asked to make the assignment, a descriptive video about a place they guessed earlier with the duration of 2-3 minutes. For the observation in the Cycle II, the online group learning situation was better than before. Students were no longer confused with the game, they paid attention and did the assignment. Although, there were still trouble maker that messed up the learning process, the researcher always motivated them and handle the class until the research was complete. From students' achievement of score in post-test 2, there was improvement from the previous tests. Most of students successfully made the video with the time duration. They also looked confident to speak up because they understood what they convey. Guessing game helped students to improve their speaking ability and it was considered as success. The researcher felt the result of cycle 1 and cycle 2 showed a good progress on the learning process and it was satisfactory enough. Because the objection of the study had been achieved, the researcher decided to stop the research on this cycle.

Thus, from the series of pre-test, post-test 1, and post-test 2 it showed a positive improvement of students speaking ability little by little mainly in material of Descriptive Text to do description about someone, something, and place. The students' score was improved continuously in each cycle. The mean score of the first evaluation (pre-cycle) was 51.1, second evaluation (post-test 1) was 65.4, and the third evaluation (post-test 2) was 74.2. Also number of students who passed the minimal mastery level criterion (KKM) 70 always increased in the pre-test were 4 of 31 students (12.9%). In the post-test 1 there were 15 of 31 students (48.4%). In post-test 2 there were 27 of 31 students (87.1%).

By using guessing game as the media to train speaking ability for individual task with such simple rules, students can explore their own idea about the description of someone, something, and places. They can explore their own thought, form it into sentences, understand the meaning of the each words and sentences and started to speak up with their own style therefore their comprehension of the material can increase so that it gave impact on their academic scores which also increase.

4. Conclusion

Guessing game is able to improve the students' speaking ability and help them to train the speaking ability with expressing opinion their own way rather than only doing the usual ordinary method. Also these some following facts bellow strengthened the statement. First, before the implementation of the guessing game, students' achievement on speaking score were low because there were only 4 of 31 students (12.9%)who can pass the minimum mastery criterion (KKM) which set as 70. Then after the implementation of the game, there was change became better score. In the post-test 1 in Cycle I there were 15students (48.4%) able to pass the KKM. Furthermore, the score increased again up to 27 students (87.1%) in the post-test 2 in Cycle II. Therefore, it achieved the criteria success.

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