IDEAS

Developing Speaking Skill of Grade X Students Through Guessing Game at Senior High School

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Abstract

This study aims to develop the speaking skills of grade X students at Senior High School through guessing game. Guessing game is an interactive learning method that engages learners in fun and educational communication activities. This method not only improves speaking skills, but also encourages cooperation and active involvement of students. The method used was a quantitative approach with a quasi-experimental design, where two class of students were observed: an experimental class that played the guessing game and a control class that followed conventional learning. Data were collected through speaking skill tests before and after treatment, involving pre-test and post-test to measure the improvement of students' speaking skills. The results showed that there was a significant improvement in students' speaking skills in the experimental class, with the mean score increasing from (29.33) before treatment to (68.66) after treatment. In addition, the majority of students showed high enthusiasm towards the use of the game in learning. The result concluded that the guessing game was effective in improving students' speaking skills in class X at Senior High School.

Keywords: *Developing students' speaking skills, guessing game, fluency*

Introduction

English is one of the important foreign languages.Language has many functions, so does English. It has a function as a bridge for all aspect of human life, such as trade, communication, education, science, technology, society, and culture. In education, english is one native language used to improve student speaking skill. Speaking is a form of speech act in the form of sounds produced by speech organs accompanied by gestures and facial expressions. According to its function, speaking is a medium used by humans to communicate. Hybel (2001:45) states that speaking is any process in which people share information, ideas, and feelings. In other words, speaking is to express our ideas to others in oral communication, and also a process in which a speaker conveys information or masseges to listeners.

The curriculum used at SENIOR HIGH SCHOOL is the independent curriculum (2023), the purpose of learning to speak in the Independent Curriculum at SENIOR HIGH SCHOOL is to develop students' English-speaking skills effectively and communicatively. However, under the Independent Curriculum approach, the objectives of teaching speaking are also expanded to achieve several additional aspects: improving contextual communication skills, developing Spontaneous and fluent speaking skills, improving critical thinking skills, appreciating cultural diversity, optimizing teacher roles and skills, facilitating technology-based learning, and improving students' independent skills.

The main purpose of teaching speaking in the Independent Curriculum is to create more responsive, contextual, and relevant learning for students so that they can become skilled and confident English communicators in various communication situations. Based on interviews with English teachers at Senior High School and based on the researcher personal experience as a teaching assistance student at the independent campus activities, students at Senior High School are still relatively low in speaking skills due to a lack of vocabulary mastery, a lack of confidence in speaking English due to a fear of being wrong in pronunciation, and a less supportive environment for practicing English skills.

The use of guessing games has been proven as an effective method to improve speaking among students (Yulianti & Wahyuni 2016). Games is a component of communicative language teaching (CLT), a method of instruction that, by shaping the learning environment, can raise students' motivation to learn English. Playing games helps kids practice, reduce anxiety, and relax in the classroom. Additionally entertaining and humorous, games encourage pupils to improve their English-speaking skills (Al-Jarrah et al., 2019).

The students at Senior High School are still relatively low in speaking skills due to a lack of vocabulary mastery, a lack of confidence in speaking English due to a fear of being wrong in pronunciation, and a less supportive environment for practicing English skills. This research will find out whether guessing games could

be effective to improve students' speaking skill. To this end, the researcher will do experimental research in Senior High School.

There are several previous studies have shown that the use of guessing games can improve speaking skills. Rizqi Yatul Layli, Siti Rofi'ah, Istina Atul. Makrifah (2024) "The Developing a Guessing Game to Improve Speaking Skills for 9th In Mts Al-Hidayah sukonolo Bululawang ", The results of this study is the developing guessing game to improve speaking skills indicate the qualification of "WELL" according to the interval scale of 61%- 80%. So, guessing product can be categorized as interesting, useful, and easy-to use.

Furthermore, Kiki Andriani (2023), also conducted research regarding, "The Effect of Guessing Game Technique on Students Speaking Ability of The Tenth Grade at Senior High School 12 Pekanbaru", This study aims to determine the effect of learning English using a guessing game method on the speaking skills of Senior High school students. thus, it can be concluded that there was a significant difference of using guessing game techniques on students' speaking ability of the tenth-grade level at Senior High School 12 Pekanbaru.

Method

The researcher used a quasi-experimental design for this study. This research focused on conducting trials or experiments using guessing games on students' speaking skills at Senior High School. Researcher used two class, namely the control class and the experimental class. Where the experimental class received a trial of guessing game, while the control class will not. The researcher used an unequal class, pre-test and post-test design. Because, the researcher used two classes as a comparison to test the guessing game on their speaking skills, namely the control class and the experimental class.

To collect data, the researcher used a pre-test and post-test with the students. The pre-test was conducted before the treatment, while the post-test was conducted after the treatment. The researcher used an oral test for the pre-test to determine the students' speaking skills. The students were asked to describe their family, such as their parents or their siblings, etc., in front of the class orally. From the speaking test, the researcher was able to find the errors that the students experienced in speaking English. The errors could be pronunciation errors or grammar errors or other errors or problems in speaking skills.

The design of this research is proposed by Cohen et al., (2009:214) as follows:

$$0_1 \quad X \quad 0_2$$

O_3 X O_4

Where:

01: pre-test of experimental class

    02: post-test of experimental class

    03: pre-test of control class

    04: post-test of control class

    X: treatment of experimental

    ---------: there is no random of subject

Based on the design above, the research gave a pretest and posttest to both the control and experimental class. The researcher gave treatments to the experimental class. the population was the whole object of research. Therefore, if someone wanted to examine all the elements in the research area, then the research conducted was population research. The population of this study was 10th-grade students at Senior High School, consisting of eight classes from class XA to XH.

Arikunto (2013) states that the sample is part or representative of the population under study. There are various kinds of sampling techniques to determine the sample to be used in a study. Researchers used probability sampling, specifically cluster random sampling. Cluster random sampling was used in this study because the population is too large, and the sampling divided the population into group or cluster. In this study, researchers only examined or test two classes in tenth grade, out of eight existing classes, which are called as experimental and control classes, namely classes XA and XB.

A test is used this study. According to Brown (2001), a test is a method to measure a person's skill, knowladge or performance in doing something. In addition to using tests, researchers also use sound recording for data collection, recording sound is done using a cellphone when students do pre-test and posttest. In this study, the test is to determine the effectiveness of using guessing game to improve speaking skills. There are two kinds of test used in this study, namely pre-test and post-test. The purpose of pre-test is to make the writer knew about student's speaking skill being given treatments. The writer conducts on oral test by asking each student to describe something that they have learn before in the form of guessing game. Meanwhile, post-test was used to determine the improvment of their speaking skill and score of their speaking skill after the treatment.

In analyzing the data, the researcher used a rubric "the orientation of speaking scoring." Data that were obtained from the presentations in front of the class were used to determine scores as seen in Table 1.

Table 1 : The scoring system

Score	Fluency
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Altough he has to make and effort and seacrh for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
3	Has to make an effort for much at the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up of making effort. Very limited range of expression

Adapted from Heaton (1988:100)

Results

Table 2: The result of pretest of experimental class and control class

Class	Total	Mean
Experiment	880	29.33
Control	1200	36.36

After comparing the results of the two class, we can see the difference in the average scores of the experimental and control class. The scores of the experimental class is 29.33 and the score of the control class is 36.36, the difference is about 7 scores. This shows that the average score of the pre-test of control class is higher.

Table 3: The result of posttest of experimental class and control class

Class	Total	Mean
Experiment	2060	68.66
Control	1600	45.45

After comparing the results of the two class, it can be seen that there is a

difference in average score between the experimental class and the control class after the treatment. The score of the experimental class was 68.66 and the score of the untreated control class was 45.45. This shows that the difference is about 23.21 scores. This shows that there is a significant difference in the average score of students before being given treatment, namely the average score of the experimental class in the pre-test is 29.33, while the average score of the experimental class in the post-test is 68.66. There was a significance change after being given treatment in the experimental class, where there was an increase in score by 39.33 from the initial score.

Tabel 4: Deviation and Square Deviation Experimental class and Control Class

Class	Total		Mean	
	Deviation	Square Deviation	Deviation	Square Deviation
Experimental	1180	55600	39.33	9186.67
Control	400	12000	12.12	7151.52

The result of the data analysis showed that the t-count was 13.403. Then, using a significant level of 0.05 with degrees of freedom (df= 61), the researcher found that (t-count+ 13.403) is higher than (t-table= 6.825). This shows that the hypothesis in this study is accepted. In short, the method used in this case can develop to speaking skill of grade X students at SENIOR HIGH SCHOOL.

Discussion

In this study, the researcher is looking for fluency, especially in the context of students' speaking skill. Fluency is very important for students as it allows them to express their ideas and opinions clearly and confidently during discussion and presentations. This study aims to find out whether the use of guessing is effective to improve speaking skills of students. After conducting tests, applying treatment to the experimental class, calculating and finding data from both class, the purpose of this study was achieved. The data show that the average value of the experimental class in the post test has increased and a difference of 39.33 from the control class.

In the pre-test, most students had not met the minimum passing criteria, mainly due to limited vocabulary and low self-confidence in speaking. Many were embarrassed and afraid of making pronunciation mistakes. However, after several sessions using the guessing game, students showed significant improvement in their speaking participation. They became more active, enjoyed the game, and started to use new vocabulary more confidently. FGame-based media like the guessing game proved effective in creating an interactive and enjoyable learning

environment. This method not only enhanced speaking skills but also strengthened students' cooperation and communication. These findings are consistent with previous studies Layli et al., (2024) which also showed that the guessing game can effectively improve students' speaking abilities.

Conclusion

Developing speaking skill through the implementation of guessing game has proven to be an effective strategy in enhancing students' oral communication abilities. The interactive nature of guessing game fosters a supportive and engaging learning environment, encouraging students to practice speaking without the fear of making mistakes. This approach not only enhances their vocabulary and fluency but also boosts their confidence in using the English.

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