IMPROVING THE VII-J GRADE STUDENTS' SPEAKING ACHIEVEMENT BY USING GUESSING GAMES AT SMP NEGERI 1 JEMBER IN THE 2013/2014 ACADEMIC YEAR

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Abstract

This research was intended to know whether there is an improvement of using Guessing Games on speaking achievement on the VII-J grade students of SMP Negeri 1 Jember in the 2013/2014 academic year. The research subjects were all the students of the VII-J determined by using purposive method. The class was taught by using Guessing Games. There were two data gathered in this research, they were primary data and supporting data. speaking test and observation were the methods used to collect the primary data, while documentation and interview were used to collect the supporting data. Speaking test was conducted to collect the data about students' achievement in speaking while observation was done to collect the data about the students' participation in joining the speaking class. Interview and documentation were conducted to collect data about information related to population, respondents, and the curriculum used. The speaking test was scored by using analytical scoring method. There were three aspects covered in analytical scoring method namely fluency, accuracy on 1) pronunciation, 2) grammar, and 3) vocabulary, and content of speech. Then, the data in this research were analyzed quantitatively in the percentage. Based on the results of speaking test in Cycle 1, it was found that there were 17 or 47% students who got scores $\geq$ 75, it means that the results of speaking test had not met the minimum standard criteria. Moreover, the results of observation checklist showed that there were 47% students who were active in the first meeting of Cycle 1 and 58% students in the second meeting of Cycle 1. In contrast, the results of speaking test in Cycle 2 showed that 79% students got score $\geq$ 75, it was followed by the improvement of the results of observation checklist, there were 75% active students in the first meeting of Cycle 1 to 80% active students in the second meeting of Cycle 2. The results of Cycle 2 showed that both minimum standard criteria in speaking test and observation checklist were gained. It means that the result of this research indicated that the use of Guessing Games could improve the students' speaking achievement of VII-J grade students at SMP Negeri 1 Jember in the 2013/2014 academic year.

Keywords: Classroom action research, Guessing Games, speaking achievement, active participation

Introduction

Communication is a part of people's daily activities. We can share our ideas with other people through communication by using language. Communication will be successful if there is an understanding between the speakers and the listeners. In this globalization era, we are asked to be able to communicate with other people not only using our mother tongue (Indonesian), but also using a foreign language, for example English. In our country, Indonesia, most Indonesian students meet some difficulties when they want to speak using foreign language like English. In order to solve the problems above, the English teachers as the designers of the materials, practice, quizzes, and examinations. They always spend their time to decide the appropriate teaching method for their students' acquisition during the teaching and learning process.. This research focused on improving the students' speaking achievement by using Guessing Games at SMP Negeri 1 Jember.

Based on the researcher's observation during the teaching practice and the interview with the English teacher of the VII-J students at SMP Negeri 1 Jember, it could be stated that the students were not enthusiastic and interested in joining the teaching activities. It was because the students could not follow what the teacher taught since the teacher always used the same technique, that was questions-answers technique, in teaching the students Moreover, the English teacher said that VII-J had the lowest mean score among the other classes.

Wright et al., (1996:1) state that games can provide meaningful practice in using language. According to Dobson (1987) in Firmanto (2004:7), he states that games are good ways to break the class activities. From two experts above, it can be said that games are the best ways to teach students in learning language and at the same time make the students relax without disturbing their activities in language learning. Hansen (1994) in Uberman (1998) states that games are highly motivating, entertaining and they can give shy students opportunity to express their

thoughts, opinions, and feelings. It means that students who are not brave enough in expressing some ideas or feelings will be interested in participating in language teaching because they feel that they do not study but play. In short, games are useful for helping the teachers in teaching learning process.

In this research, the researcher proposed to use a kind of games that is Guessing Games. Wright et al., (1983:169) states that in Guessing Games, In these games, someone knows something and the others must find out what it is, such as hiding game and what it is. The way how to play this games is inviting one of the students in a group to give clues relating to the animal that had to be guessed by the other students from the other groups.

The procedures used in teaching speaking by using Guessing Games are the same as suggested by Wright et al., (1996:175) in playing guessing games are described below.

1. The teacher divided the class into 6 groups and named the groups (A,B,C,D, E, and F).
2. The teacher asked the students (in turns) from the first group to give some clues in front of the class based on the animals provided. Before finishing the clues, the other groups should not guess what animal it was. When the other groups guessed it, they would get fund by reducing their score.
3. The teacher let the rest of the groups to compete by guessing what animal (wild or tame animals) it was.
4. The group who could guess correctly got (100) points, but a group that could not guess what animal it was, that group would get (0) , and the group who got the highest point was the winner of the game.

Reseach Methods

The research design used was classroom action research. It was intended to improve the VII-J students' speaking achievement by using Guessing Games technique. According to Elliot (1991:69), the action research is the study of a social situation with a view to improve the quality of action within it.

SMP Negeri 1 Jember was purposively chosen as the research area after the researcher got the permission to conduct this research. The subject of the research was the VII-J grade students of SMP Negeri 1 Jember in the 2013/2014 academic year. VII-J was chosen because the English teacher said that class got the lowest score in speaking.

In this research there were two kinds of data: primary data and supporting data. The primary data were the students' scores of the speaking test and the students' participation, while the supporting data were the results of interview and documentation. The students' speaking scores were obtained from administering the speaking testafter the actions, while the students' participations were obtained by using observation checklist that was done by

the English teacher during the teaching learning process of speaking. In scoring the students' speaking test, there were two persons scoring the students' speaking test, they were the researcher and the English teacher. There were three aspects of speaking achievement measured namely fluency, accuracy on grammar, vocabulary, and pronunciation, and content of speech. In this research the researcher adapted the scoring criteria from Huges' scoring rubric. After that, the students' speaking scores were analyzed by using formula from Ali to know whether or not there was an improvement in the VII-J grade students' speaking achievement at SMP Negeri 1 Jember.

Discussion

The result of data analysis indicated that Guessing Games improved the VII-J grade students' speaking achievement as well as their participation in teaching learning process of speaking.

The researcher taught the students by using Guessing Games. They showed enthusiasm toward the Guessing Games. They were happy when they answered the questions that the researcher asked.

The results of speaking test in the Cycle 1 showed that only 47% of 36 students got scores ≥ 75. The criteria of the success were determined by at least 75% of the students who got scores ≥ 75. It means, the actions given to the students in Cycle 1 were not successful because the researcher did not review about the simple present tense, so many students still got difficulties with the use of simple present tense with "verbs" especially in positive statements. Besides, they still got confused with the use of "be". That is why, they got unsatisfactory scores in their speaking test in cycle 1, especially on grammar aspect.

In contrast, the results of the students' speaking in cycle 2 showed that 79% or 27 students of 36 students got score more than ≥ 75. It means that the students' speaking achievement improved in Cycle 2.

After seeing the results from two cycles, it can be concluded that Guessing Games improved the VII-J grade students' speaking achievement. That is why many experts suggest teaching speaking by using Guessing Games. Hadfield (2001), in Dessri (2002:2) states that Guessing Games used in the classroom are very effective and supportive as the game can motivate and entertain students while they are studying, besides game can also reduce their boredom. Then, Hansen, in Uberman (1998) adds that Guessing Games are highly motivating and entertaining, and it can give students more opportunities to express their opinions, feelings, and thoughts.

Conculsion and Suggestion

According to the result of the data analysis and discussion, it could be concluded that:

1. using Guessing Games could improve the seventh grade students' participation at SMP Negeri 1 Jember in the

2013/2014 academic year. The improvement could be seen from the average of the percentages of the students who were active in Cycle 1 as many as 58% to 80% in Cycle 2.

2.   using Guessing Game could improve the seventh grade students' speaking achievement at SMP Negeri 1 Jember in the 2013/2014 Academic Year. It could be seen from the percentages of the students who got at least 75 as many as 47% in Cycle 1 to 79% of the students in Cycle 2. This means that in Cycle 2, the students' speaking achievement and active participation had improved significantly. Thus, the research problems were solved.

It is suggested to the English teachers of SMP Negeri 1 Jember to use Guessing Games as an alternative to teach English speaking. Meanwhile, the students of SMP Negeri 1 Jember are suggested to apply Guessing Games to motivate and practice them in speaking. In addition, the future researchers are suggested to conduct other research with the same or different research design, such as a classroom action research in Improving the students' vocabulary achievement by using Guessing Games or a descriptive study of students' speaking achievement by using Guessing Games.

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