**TEACHING SEAPING USING GUESSING GAME**

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**Abstrak:**

Dalam penelitian ini, penulis menggunakan penelitian kualitatif. Jenis penelitian ini menggunakan pendekatan deskriptif kualitatif, yaitu mendeskripsikan dan menganalisis masalah yang ditemukan. Penelitian kualitatif didasarkan pada dua data, yaitu data primer dan data sekunder. Data primer diperoleh melalui wawancara, observasi dan kuesioner, sedangkan data sekunder diperoleh melalui buku-buku yang berkaitan dengan penelitian. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara siswa dengan menggunakan permainan tebak kata. Kemampuan berbicara adalah belajar percaya diri dalam mengekspresikan dan mengekspresikan sesuatu yang benar-benar perlu kita katakan. Rasa percaya diri adalah hal utama yang harus dimiliki siswa agar dapat lebih mengasah keaktifan dan kecerdasannya. Hasil penelitian ini menunjukkan bahwa permainan tebak kata dalam pembelajaran berbicara sangat membantu siswa di kelas. Siswa terlihat lebih aktif dan antusias dalam mengikuti pelajaran. Siswa yang sebelumnya pasif dan tidak antusias mengikuti pelajaran menjadi lebih aktif tanpa merasa malu atau takut melakukan kesalahan.

**Kata Kunci**: qualitative research,speaking ability.

***Abstract:***

*In this research, the author used qualitative research. This type of research uses a qualitative descriptive approach, namely describing and analyzing the problems found. Qualitative research is based on two data, namely primary data and secondary data. Primary data was obtained through interviews, observations and questionnaires, while secondary data was obtained through books related to research. The purpose of this research is to determine students' ability to speak using a word guessing game. Speaking ability is learning to be confident in expressing and expressing something that we really need to say. Self-confidence is the main thing that students must have in order to further hone their activeness and intelligence. The results of this research show that word guessing games in speaking learning really help students in the classroom. Students look more active and enthusiastic in following lessons. Students who were previously passive and not enthusiastic about participating in lessons become more active without feeling embarrassed or afraid of making mistakes.*

***Keywords:*** *qualitative research,**speaking ability.*

**INTRODUCTION**

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Speaking is the ability or ability of a person to speak words to express, express, and verbally convey their ideas and feelings to others. We can do speaking in public as well as giving speeches, telling stories, poetry or so on. Or it could be just talking to individuals. According to Fatawi (2014: 17), that speaking is one of the important skills that need to be learned, because by speaking students can express feelings, ideas, opinions, and have fun.relationship with other people, because All students have different thoughts in their mind. So it can be concluded that speaking is part of language skills, therefore speaking skills must be given so that students have more abilities and skills in speaking. Aspect the ability to speak is not just speaking but listening skills, reading skills, and writing skills are also included in the aspect language skills. The ability to speak is the ability to pronounce sounds articulation or uttering words to express, state, convey thoughts, ideas, and feelings from things he has just seen or experienced

According to Nurhasanah (2018: 352) talking is one language skills in life daily. Someone chooses more often speak to communicate, because communication is more effective when done by talking. Talking holds an important role in everyday life. even though so many people are not able to speak well and are skilled at expressing something, sometimes someone feels embarrassed to speak due to several things such as not having confidence, fear of mistakes in vocabulary and sentence structure and so on. in this case, students need to be given something that makes them enthusiastic and active in speaking without thinking too much about what is wrong or right but more active in speaking in class. one way is by games.

Games are one type of activity play with players trying to achieve the goals of the game with take action according to the rules of the game (Irsa 2015: 8). According to Agustina (2015: 2) game is a way learn by analyzing with a group of players and individuals by using rational strategies. According to Samuel Henry, game is a form of entertaiment that is often described as refreshing mind from feeling tired caused by activities and routines. Based on the opinion of some of these experts it can be concluded that the game is a activities in the context of game usually played by individuals or groups who interact with each other by using certain rules and also a spesifict purpose. Usually in the context of not being serious about a goal refreshing or for educational purposes. it is not uncommon in educational environments that use games as a learning medium.

Rusman, (2013: 19-20) states that games as a medium of learning can make the learning atmosphere more enjoyable and can reduce boredom of information or material conveyed by teachers to students. Games that are made as learning media are expected to have an impact on students to learn actively during the learning process. One of the games that can be applied is the word guessing game.

Word guessing game is a game that use the media of two different puzzle cards that contain questions and answers that are done in pairs. According to Said (2015: 68), the word guessing learning model is to guess the word in question by saying certain words until the word mentioned is correct. According to Aqib (Ashari, 2014: 24), the word guessing learning model is a learning model for the delivery of teaching material using short words in the form of games so that students can receive learning messages through cards. By using this game students will be more active in class, students will also be more courageous and confident in talking to their friends without fear of making mistakes.

**RESEARCH METHOD**

In this research, the researcher used qualitative research. Qualitative research is research that addresses business objectives through techniques that allow researchers to provide detailed interpretations of market phenomena without depending on numerical measurements. The focus is on finding true inner meaning and new insights. Sugiyono (2009), the definition of qualitative research is research based on the philosophy of post positivism, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, data source sampling is done purposively and snowball, collection techniques. with tri-estimation (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization.

Through this qualitative research, the researcher focused on the teaching and learning psocess of speaking using the word guessing method for VIII SMP AR-RADHAH. During research, the researcher is an observer. Researchers observed the teaching and learning process of speaking starting from pre-activity, during activities and after teaching and learning activities in English lesson.

**FINDING AND DISCUSSION**

In this section, the researcher will provide data that has been collected from the result of observations, interviews and questionaires during the research. The researcher explains these points in the following section.

1. **Observation**

To answer the first research question about the implementation of speaking learning using guessing games, the researcher decided to make observations for two meetings. The researcher used an observation checklist during student learning activities with the choices of "yes" and "no". The first activity the teacher did was to greet all students in the class with the words "assalamualaikum" and the students answered "waalaikum salam" together and continued by asking how the students were doing "how are you today?" then answered simultaneously by the students "I'm fine" and continued by reading a prayer together led by the class leader. After that the teacher does the attendance of students.

Then the teacher started the lesson that day, namely speaking, by briefly explaining the material about speaking. After the teacher explained and it was felt that the students had understood, the teacher gave a few examples of speaking in English and asked the students to repeat again. After that, the teacher introduced the guessing game to the students. there are some students who already know about the game but there are also those who still have never known. so the teacher must explain to the students about the game. After all students have understood then the teacher gives examples to students about learning speaking using a guessing game “nah sekarang kita coba terapkan permainan tebak kata tersebut pada materi kita hari ini”. Then the teacher asks two students to come forward to be used as an example of the guessing game instructed by the teacher.

1. **Interview**

The researcher uses an interview system to strengthen the results of the research question. In this case the researcher asked 4 questions to the teacher as a resource.

In the first question the researcher asked about the problems faced by the teacher when applying the guessing game to speaking learning. And it turns out that the teacher is still having difficulties when they first try to apply the guessing game because there are still students who are confused about finding the English vocabulary they want to say, so sometimes they use Indonesian.

In the next question, the researcher asked the teacher's opinion about the activeness of students in learning speaking when using guessing games. In this case the teacher said about his opinion that in terms of activity it was very helpful, in the sense that students became more active than learning before using this guessing game. Usually students are silent but after the game is applied, students are more active and participate in lessons in class.

In the third question, the researcher asked the teacher about the condition of the students, whether the students seemed interested or bored in learning using guessing games, and the teacher said that the students looked very interested and very happy when the game was applied in learning because they had used the game before, although at first there were some students who were still confused about the game.

On the fourth question as well as the last question, the researcher asked the students' responses when the teacher introduced the guessing game to students. The teacher said that some of them were still confused about what a word guessing game was so they were afraid when the teacher introduced the game. but not a few of them immediately understood and knew about the guessing game and they felt happy.

1. **Questionnaire**

To answer the research question, the researcher makes a questionnaire that will be given to students where the questionnaire contains five questions. The fisrt question asked was whether the students enjoyed the lessons using guessing games. 35 out of 50 students answered "yes" which means they feel happy and enjoy the fun of learning while playing. It can answer the researcher's question in the second research question that the student's response is good to the guessing game in speaking lessons.

Then the second question of the researcher asked whether the students were interested in learning to use guessing games again. and it turned out that the student's answer was "yes" although there were still many who answered "no". This can answer the research question of the second researcher that the students' response to the guessing game is partly responding well to the evidence that they want to learn to use guessing again.

The answer to the third question here can answer the first research question, where the teacher asks whether the game can help students understand the lesson more easily. and more students answered "yes"

**DISCUSSION**

Researchers conducted interviews, observations and questionnaires to support the research. Researchers did this directly at Ar-Raudhah Middle School. based on the results of observations and interviews that have been carried out, it can be concluded that learning using guessing games can help teachers and students. It was proven that when the researcher conducted the checklist observation, all students responded well by answering "yes". Then when the researcher conducted interviews and asked the teacher's opinion about student activity when learning to use the guessing game, the teacher's answer was that students were very active when learning to use the game. And also students feel entertained and not bored when learning.

When using the guessing game there is a teacher who says that the student’s response is very good and it was also proven in the activeness of the students and recuding the boredom of the students in the class when taking lesson. Richard Amato explained that research using guessing games can be used to develop or strengthen a concept, so that the game can inhibit students’ boredom in the classroom.

Student responses to the use of guessing game are also very good, this is evident from the questionnaire conductedby the research 35 out of 50 students enjoy studying. It can be explained that this research is in line with research conducted by Anggreyni (2014) namely the activeness of students’ speaking through guessing game techniques. Then from the result of previous studies with research conducted by researchers it can be concluded that their research is equally successful when applied to students and can also help teachers in teaching students. The use of guessing game is very helpful for students, student feel happy and helped in learning speaking and students can talk more without fear. Because in speaking student must have the courge to speak. This is in line with the understanding put forward by Nurdin Cahyadi (2019).

**CONCLUTION**

From the analysis it can be concluded that learning speaking using guessing games can help students' activities in learning, students also feel happy and not bored. Student become more enthusiastic than previous studies that did not use game. Enough with one meeting the teacher conducts learning using the game. This is because the game is easy for students to understand. When learning to use guessing games students become easier and learn more specing. And the teacher also becomes easier to explain and give examples to students.

Related to student responses to the use of guessing games in speaking lessons. it can be concluded that students believe that guessing games can help students to learn speaking more easily without shame and they can also know more new vocabulary.

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