

The Implementation of Guessing Games Speaking Learning Descriptive to Seventh Grader SMP AL Azhar Menganti

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Abstrak

Keterampilan berbicara dianggap sebagai keterampilan yang paling penting untuk dikuasai dalam belajar bahasa Inggris. Namun, sebagian besar siswa mengalami kesulitan untuk memahami bahasa Inggris itu sendiri. Hal ini dikarenakan bahasa Inggris dipelajari sebagai bahasa asing di mana siswa perlu menyesuaikan bahasa asing tersebut dalam kehidupan sehari-hari mereka. Oleh sebab itu, guru memerlukan cara alternatif untuk mengajar berbicara dengan mudah dan efektif. Guessing game dikenal sebagai game terbaik untuk memotivasi pembelajaran siswa di kelas. Game ini membantu para siswa untuk memiliki pembelajaran yang menyenangkan dan memiliki lebih banyak keberanian untuk berbicara. Oleh karena itu, penelitian ini dilakukan untuk mengetahui implementasi guessing game dalam mengajar teks deskriptif berbicara dan respon siswa terhadap penggunaan guessing game dalam proses pembelajaran mereka. Subjek penelitian ini adalah siswa kelas VII-GGT di SMP Al-Azhar. Metode yang digunakan untuk mengumpulkan data adalah deskriptif kualitatif menggunakan teknik observasi dan kuesioner. Instrumen yang digunakan adalah checklist observasi, catatan lapangan, dan kuesioner. Hasil temuan menunjukkan bahwa penerapan permainan menebak dalam mengajar berbicara teks deskriptif berjalan dengan mudah dan sukses. Selain itu, dari kuesioner, semua siswa menunjukkan respons positif terhadap penggunaan permainan menebak. Para siswa merasa nyaman dan lebih menikmati proses belajar.

Kata Kunci: *Guessing game, Berbicara, Teks Descriptive.*

Abstract

Speaking considers as the most essential skill to be mastered in learning English language. However, students are mostly have a difficulties to understand its language. This is due to English learn as a foreign language in which students need to adjust native language in their daily life. By this case, teacher need an alternative way to teach speaking easily and effectively. Guessing game known to be the best game to motivate students' learning in the classroom. It helps the students to have fun learning and have more courage to speak. Therefore, this study was conducted in order to know the implementation of guessing game in teaching speaking descriptive text and the students' responses towards the use of guessing games in their learning process. The subject of this study was students of VII-GGT in SMP Al- Azhar. The method used to collect the data was descriptive qualitative using observation and questionnaires as the technique. The instruments were observation checklist, field notes, and a questionnaire. The findings showed that the implementation of guessing game in teaching speaking descriptive text went easily and successfully. Moreover, from the questionnaires, all of the students showed positive responses to the use of guessing game. The students feel comfortable and enjoy the learning process more.

Keywords: *Guessing game, Speaking, Descriptive Text.*

INTRODUCTION

In learning English language, students are required to master the ability to speak or communicate in the target language fluently. Thus, Speaking skill considers as one of the most important skills that must be practiced to communicate orally (Hughes, 2002). Besides, speaking categorized as a productive skill where the speakers produce words and send a message orally by themselves. In line with the statement, Harmer (2001) said that the

ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. In fact, mastering speaking skill is not easy for students who learns English as a foreign language. The main reason is because they are not accustom with the native language in their daily life.

By considering that condition, teacher must be able to create an interesting topic and apply suitable technique that can help the students to learn easily and effectively.

Game is a strategy can be used as an alternative ways to create a good classroom condition. By using games, students can enjoy the learning process easily. Moreover, games is helpful for stimulating the student's attention. Thus, students will be more motivated to learn the topic and engaged more to the lesson. In this case, the researchers suggest guessing game as one alternative technique to teach speaking descriptive text to the students. Guessing games is a game adopted from a television and radio game. It is kind of game in which the teacher ask to student and give some tasks which there were some task that have been prepare by the teacher to do activities in playing guessing game. The game includes a chair person who holds the object to be guess and the team who has the responsibility to give a clue to the chairperson. Thus, the chair person have to guess the object she/he holds based on the clues given by the team. In particular, the process is described as follows: the teacher ask to student and give some tasks which there were some task that have been prepare by the teacher to do activities in playing guessing game (Byrne, 1987). From this explanation, it is very clear that guessing game is kind of game which brings an excitement for people who plays it. This is suitable for the students since it encourages the students to speak more during playing the games.

This study is expected to give some contribution in language teaching learning process, mainly in Junior High School. Hence, it is necessary to conduct this study in order to know if the use of guessing game can be an alternative way to assist the students' speaking descriptive. The researcher wants to find if guessing game can help the students to describe orally by guessing the object given to them during playing the games. As Richards (1996) discovered that "In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. But also as addition which is in writing, we may be creating a record, committing events or moments to paper".

In line with the study above, the research questions are formulated as follows:

1. How is the implementation of guessing games speaking learning descriptive to seventh graders SMP Al-azhar Menganti?
2. How are the students' responses towards the implementation of guessing games in speaking descriptive?

RESEARCH METHODOLOGY

This study using descriptive qualitative as the research. The purpose of this research was to know the

implementation of guessing games speaking learning descriptive to seventh graders SMP Al-azhar Menganti and the students' response towards the implementation of guessing games in speaking descriptive. The resercher focus on observing the data which according to the situation in the reality as suggested by Ary et al. (2010) that "qualitative focuses on understanding social phenomena from the perspective of the human participants in natural settings". Moreover, the researcher acted as non-participatory observer during the implementation. By means that the researcher were not involved in the whole implementation.

The subject of the research was studennts of VII-grade in SMP Al-Azhar. There were Thirthy two students in total. To define who the learners are involved in the subject, the teacher defined it by analyzing each students' s speaking performances based on speaking rubric proposed by O'Malley and pierce (1996) and choose four groups who had already fulfilled in speaking descriptive text and who had not already fulfilled in speaking descriptive text with criteria excellent, good, weak, and poor.

The study was conducted in Smp Al-Azhar. It is located at Jl. Raya Menganti, Gresik.

To obtain the data, the data collection technique used by the researcher were observation and questionnaires. The observation was held in three days. The observation was conducted by filling observation checklist and field notes. After that the researcher uses questionnaire to answer the second research question using questionnaire sheet which was passed to the students after whole observations were. They were collected to answer the two research question which were about the implementation of gussing game in teaching speaking descriptive and the students' responses towards its use of guessing game in their learning. Thus the tools used to help the researcher collecting the data were in the form of observation checklist, field notes and questionnaires.

After the data collected, it was analyzed by using three steps of data analyzation arranged Ary et al. (2010). First, analyzing qualitative data that the research it involves familiarization and organization that the impact of data can be easily retrieved. (Ary et al.2010: 841). In analyzing the data, the researcher transcribes from all the raw data which has been get from the observations. Organizing the data begins after familiarizing to Organize the data in order to organized in variety ways, such as by interview. The data must be transcribed to avoid the potential in selection or interpretation that may occur in summarizin (Ary et al.2010: 481). After familiarizing and organizing that data for easy retrieval, the next stage is then reducing. The researcher choose some points parts which were not important or not having much

contribution to the results. Thus, the researcher were easily to continue the last stages whis was explaining the data descriptively in order to make the readers understand the whole findings.

RESULT AND DISCUSSION

The researcher and the teacher was join to came to the class. They show the play role at the time. The researcher as the teacher. Then the teacher play role to her student like introduction, giving greeting to the student. The teacher doing observation by own not as observer at the time. In that time, the researcher will be teach for teaching in learning process. Before the researcher doing the observation.

The teacher gave greeting to the students at the first time

The teacher : "Good morning students!"

The students : "Good morning, miss..."

The teacher : " How are you today? "

The students : " I'm fine, thank you..and you?"

The teacher : " I'm fine too, thank you."

After gave greetings, the teacher introduce the researcher to all the student. The researcher introduced by the teacher. There are some short statement about the researcher because there was researcher would be the teacher and taken the place and time of that day. Next, the teacher of the student leave in the classroom. So, the researcher start of the observation. The research began with greetings to the student at the first time.

↔ Started to Pre-Activity

The researcher : "Good morning students!"

The students : "Good morning, miss..."

The researcher : " How are you today? "

The students : " I'm fine, thank you.and you?"

The researcher : " I'm fine too, thank you."

After give greetings, the researcher gave an apperception at the first it time. For example: So I want to ask you about favorite animals. Are you like animals? Ok...so you want know my favorite animal. So my favorite animals is cat. I have a cat, my cat is fluffy cat. It has two eyes. The color is brown. So my cat also like other people. So today I want to play game. After that, the researcher told that they would learn How to describing an object, people or thing. But for that day, the student would learn focus on the how the describe an object or thing through to played a game. The researcher introduced the student how is the roles of the game. For example, would be there are a piece of paper in roll at the plastics box. Then divided into two groups. Every group there was one student as represent in front of the class as the speaker too and etc. After the all roles of the game that have finished to explained by the teacher.

I was going to give an example about how to playing this game. First, you are have a plastic box. In this plastic box there were some roll pieces of the papers. Exactly, there were 20 pieces paper of name the object. Then, in these paper that would be one word . In there, are some word that related some topic that also written on the other of two side of the paper self. On one paper there are two sides, a topic and a word. For example: The topic: Animal, and the word: rabbit. This game there paper, exactly paper is needed. and the paper there the topic so the student can guess what the word related the topic. It should be make a group and it to be two group. In every group asking their friend to in front of the class as represent for their group. Every represent of the group will be just can say yes or no and also the job as a model, it like just give some a clue for his or her member, with the gestures. On other side, the member's job is a guesser to answer with describing the character of something of the object. Mention the character is must be required can answer the guessing game. As the member also have to raise the hand first when want answering. Who can answering with a right answer will be get a score. In the white board will made by the researcher to scoring board. Finally, who became a winner will get a award and gift to their group.

Although the students were shy and afraid in her or his performance in learning, but she or he brave to speak in front of the class. Then, the researcher said ‘‘ good ‘‘, ‘‘ right ‘‘ to her and him as reward, and the other student give applause, it motivated to the student active in the class. Because the students still afraid and shy to speak in front of the class individually, the researcher prefer student in group. The researcher thought, if the student divide in group it make students will fell comfort and it make student brave to speak in front of the class. It make the student also will be easily to share their ideas about materials of the topic with their group.

There were group. In the group there were some students. The teacher give the student take off minute to student, while student practice the game.

↔ While in Whilst Activity

CONCLUSION AND SUGGESTION

Conclusion

The use of implementation of guessing game to teach speaking in learning descriptive text, there were three steps. The steps are pre activity, whilst and post activity. In pre- activity, what the teacher have to do in the first time in the class. The teacher as model in the play of the game. The play role. Of this game are mbak desi. That are: the teacher before the lesson always the lesson through greeting, asking the students condition and

checking the attendance list are too. Why, because when the teacher ask the condition, the teacher want to know about the condition at that day. It make sure that use a test dialog, like a short dialog between student and teacher. The attendance list is also important point activity, because its important do by the teacher routinely for check the student complete or not. The materials is going prepared by the teacher every in every meeting. Furthermore, she started to introduce the material and explained the guessing game technique. Secondly, In whilst activity, the teacher asked the students to prepare their group in the beginning, the student prepare some vocabulary to use by the student. To describe to the student, they say the descriptive is. The in that day, the teacher asked the student to make a group with their friends and on of their member of each group as represent before they started to implement guessing game. After that, the student began to play, while practicing it directly in front of the class. After that, the represent of the group say what the topic is, the member try to guess with describing and answer what the thing is. In post activity the researcher was observed the student activity controlled their interaction during teaching learning process. She doing to corrected the student's mistakes, in order to make them more understand about descriptive text, what the descriptive text is. So, they would get a better mark. She also always gave reward to the students, who get the best performance and certainly the winner of the game. Not only the winner, but also the group who not win also got gift as reward too. It because make fair to the whole of the student in the class.

There were student's responses that had used when in teaching speaking descriptive in teaching learning process it was good. That can be showed from the result of questionnaire, that most of the student states that the use of guessing game technique were really interesting and then made the students more active in the class. They also agreed that it could help them to practice speaking English bravely. It was because the teacher had been chosen, what of appropriate topics which it selected which was related to the student interest in daily lives student.

Suggestions

After interpreting and analyzing. Questionnaire, and also with the field notes, some suggestion to other researcher.

a. Suggestion for the teachers

This is a game, as alternative teaching. To the teacher when she or he want to teach the student English, especially a Speaking skill. A game is to be an innovative learning, we can called guessing game that had been use in English. This game is game that asked and answered question by the student that did not internet connection. So, there is advantages in the game, that is can use visual

media that convenient in teaching whether modern era or not, exactly. In addition in teaching learning, it is a very important point, why because which it media that could not only help the students in speaking but also other skills, like writing, listening and reading. So, this implementation of guessing game it is can creating interesting class in teach speaking, exactly, in the descriptive text learning. This implementation of guess game is good for young learner, the teacher use this technique in order to easy to prepared, where only some visual media that supported in learning process. Allocated time also is needed by the teacher in order to make practice and understand to step and sequence descriptive text and it is can use effectively.

b.Suggestion for future researcher

Must be have future researcher in this case; it was expected for next researcher to conducted by doing research in not same areas that use of Guessing game in learning Descriptive text. Such as : The researcher would like to invite the next researchers who want to conduct the similar study in can be order to this study gets improved, such as using the same field but different subject and material. It means that they as new or other researcher, that want to conduct too it can use other subjects and materials.

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