

THE EFFECT OF GUESS GAME TO IMPROVE STUDENT'S SPEAKING ABILITY IN SECOND GRADE STUDENT'S AT MAN RANTAUPRAPAT ACADEMIC YEAR 2017

Elysa Rohayani Hasibuan

Dosen Program Studi Pendidikan Biologi STKIP Labuhan Batu
Email: elysa.hasby@gmail.com

Diterima Maret 2018 dan Disetujui Mei 2018

ABSTRACT

This study aims to determine speaking ability of students in Man Rantauprapat using a guess game. Data collection technique used in this research is direct observation and test. In this study population is entire amount to 60 students in two class. Data analysis technique used in this study is a technique Product Moment Correlation Coefesion and the normal data distributive with using application software SPSS versi 22. This research use a instrument to collecting the data is a test in multiple choice, there are 25 test with 5 option. (a, b, c, d and e). The result Pre-test in experiment class is 38,2 and at control class is 32.2. Wheares at Pot- Test in experiment class is 72.66 and the control class is 64.13. hypothesis testing can get $t\text{-hitung} = 3.81$ and $t\text{-table} = 2.04$ ($t\text{-hitung} > t\text{-table}$) at $\alpha = 0.05$ it show that H_0 is rejected and H_a is accepted. This is show that "There is a significant relationship between guess game and speaking ability of student's and there is the effect of Guess Game To Imorove Student's Speaking English Ability In Second Grade Student's At Man RantauPrapat Academic Year 2018 " is accepted and the result is show the highest score.

Keywords : *Guess Game, Speaking Ability*

INTRODUCTION

Mostly of the teaching method before the past few decades, found the teacher tends to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory. This shows that teachers need enrichments with appropriate ways of teaching atmosphere, that why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching learning process would contribute more input to reach satisfied learning outcome. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of very aspects of their life. English is most widely used in teaching learning process of broader Educational occasions either formal or informal environment.

Becoming a more effective communicator is not simply. It is a matter of practicing the spoken comes from planning how to approach a speaking task and evaluating how well you spoke.

Considering problem, relating to speaking activities in class and helping students to

improve their speaking skill is part of the teacher's job. He or she is expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom environment. Therefore, the students will have opportunity to use English among themselves. The teaching –learning process should not only happen between teacher and students but also between students and students. Speaking is an activity used by someone to communicate with other. It takes place very where and has become part of our daily activities. As described by Hendarsyah (2011:24) said that speaking is defined as a tool for conveying (message) almost directly to figure out whether or not it is understood by the listener and whether or not the materials are comprehended by both the speaker and listener

In this case, the students in Man Rantauprapat must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. Such as their able in speaking is still low, less motivation, there aren't some

technique/ strategies to found to improve student's speaking ability and then they are afraid of making mistakes, of being laughed at by his or her friends and of having lack of confidence in their ability.

One of alternative technique used in teaching to improve speaking ability is guessing game technique that writer chooses in this proposal, in which students are expected to be involved actively in speaking class activity. Guessing game which is adopted from a television and radio game can create the teaching-learning situation based on the students' excitement of playing game. Thus, students are much courage in thinking what they want to say. Through guessing game, students are provided by a set of well-arranged activities as follows : an object's picture is shown to the chairperson; in addition the chairperson tells a clue to the team that the object is household tools, clothes, vehicles or any other stuff. In finding the answer of what the object is, the team should ask yes or no questions to the chairperson, for instance "is it for helping us?" Therefore, the chairperson is allowed only to say 'yes' or 'no'. The team will get point if they guess the answer by having twenty questions or more.

There are some tasks that teacher can instruct to the students to do the activities in guessing game. Byrne (2010:21) says as follows : name of the object, spell the object, say something about the object, give one or more uses for the object, say what they would do with the object if they had it, and make up sentence using the object. Meanwhile, for the rest, this game motivates them to make a question with loud and clear voice and then explore some new chunks and language exposure in one time.

RESEARCH METHODOLOGY

This Research will be done on March at Senior High Scholl (Man) in Adam Malik Street- By Pass, Islamic Center Rantauprapat. The writer used an experimental method in this research. In formal terms an experiment is a means of collecting evidence to show the effect of one variable upon another. To get the result of this reasearh, the quantitave approach was applied by the writer. And classified the students became 2 classes namely experimental and control class, and for treatment, the writer gave the different ways in teaching speaking. In experimental class, writer taught speaking by using guessing game. Meanwhile, the writer taught speaking in the control group by using Tape Diaries. It is only 2 class of 5 classes, about 60 students.

Then, the writer will give them post test and pre test as the way of collecting data.

The Technique Of Analyzing Data

At the research technique analyzis is used descriptive statistic, prerequisite test and hiphotesis test.

Descriptive Statistic

The result data of this research will be analyzed with method descriptive statistic to know that the data will be got.

Prerequisite Test

Prerequisite cover normality test and homogenitas test.

Normality Test

Normality test is done to know that what is the objective action distributed normal or not. The data have gotten in this research shaped normal data, so using test chi kuadrat. After that having get a chi kuadrat result Sugiyono (2016: 104) show that:

$$X^2 \text{ hitung} = \sum_{t=1}^k \left(\frac{f_0 - f_h}{f_h} \right)^2$$

Note:

X^2 : chi cuadrat
 F_0 : frequency observation
 F_h : frequency hoping

If $X^2 \text{ hitung} \leq X^2 \text{ tabel}$ so the normal data distributive with using aplication software SPSS versi 22

Homogeneity test

Homogeneity test to know that what is the objective of action is choosen variants homogeneity or not. Homogeneity test use F test with the formula:

$$F = \frac{\text{big variant}}{\text{small variant}} \quad (\text{Sudjana. 2016:250})$$

Criteria the test such as:

If $F_{\text{hitung}} < F_{\text{tabel}}$ so the both objective action have homogen variant

If $F_{\text{hitung}} > F_{\text{tabel}}$ so the both objective have no homogen variant with the aplication software SPSS versi 22.

Hiphotesis test

After do test statistic descriptive and test analyzis so will be continued with test hiphotesis research that is use t- test paired objective. With the decision if the data t result more high from t- tabel result, with level significant α : 0.05 and $dk = (n-1)$, so H_0 will be rejected and H_a will be accepted. So there is a

different result students at eksperiment class with the control class with aplication software SPSS 22.

RESULT FINDING AND DISCUSSION

This research had done to know the effect of Guess Game to improve student's speaking english ability in second grade student's at Man Rantauprapat 2018 academic year. The implementation of experiment had done 4 times at every meeting with the details

: 2 (two) times in experiment class and 2 (two) in control class where the experiment class (XII IPA 2) used a Guess Game wheareas the control class (XII IPA 1) did not use a Guess Game.

Table 1 The Distribution of Class Experiment

No	Students	Sample	Percent
1.	30	30	100%

Based on the table above, it is known the number of students 30 people while the number of sample are 30 people so the

percent of samples used when research is 100% at the time of the learning process by using Guess Game.

Table.2 The Distribution of Control Class

No	Students	Sample	Percent
1.	30	30	100%

Based on the table above, it is known the number of students 30 people while the number of samples are 30 people so the percent of samples used when research is

100% at the time of the learning process by using conventional models.

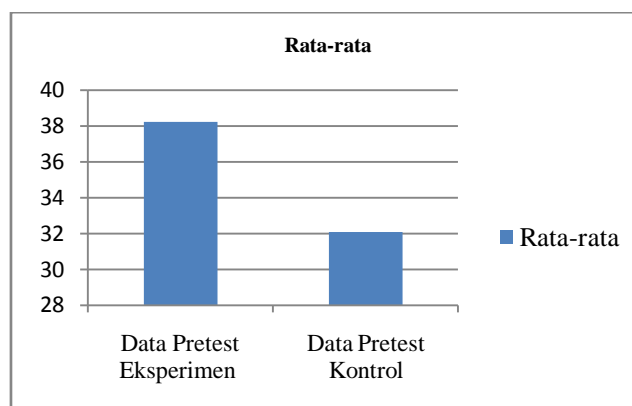


Figure 1. Deskripsi Statistik Data *Postest*

Table 3. The Result Pre Test and Post- Test of Control Class

No	Name	Pre- Test	Post- Test
1.	Aji Paga	32	56
2.	Annisyah Fitri	40	80
3.	Azhar Maulana	36	64
4.	Cantika Amalia	24	60
5.	Della Fitri	36	72
6.	Desy Amelia	32	68
7.	Dinda Inggit	24	60
8.	Dwi Wulandari	32	68
9.	Efriana Hasibuan	24	68

10.	Eldini Suci Amalia	36	72
11.	Fachrur Rozy	40	80
12.	Faizal abadi	36	72
13.	Fatasya Rosmawati	40	76
14.	Fitri Annida	32	60
15.	Friska Wulandari	36	72
16.	Hikmatul Fadilah	32	68
17.	Idda Mawaddah	36	76
18.	Inna Muthmainnah	56	72
19.	Isnawati Husna	28	72
20.	Juwita Pertiwi	56	80
21.	Riska Nurhalimah	44	80
22.	Rizka Amelia	52	84
23.	Sagitha Aulya	52	76
24.	Seoti Ani	44	80
25.	Shelvia Permata	48	76
26.	Shova Hayani	44	72
27.	Siti Halimah	40	88
28.	Sofian Sahuri	40	84
29.	Tomi Maulana	36	56
30.	Tria Novita	40	76

Table 4. The Result Pre Test and Post- Test of Experiment Class

No	Name	Pre- Test	Post- Test
1.	Agus Salim	32	76
2.	Ahmad Munthe	40	64
3.	Ali Badrun	36	60
4.	Cici Sulastr	24	60
5.	Dian Sakinah	36	56
6.	Desy Pertiwi	32	76
7.	Dodi Irham	24	76
8.	Doni Mawardi	32	72
9.	Efit Fani	24	72
10.	Emelia	36	76
11.	Dohat	40	60
12.	Feni Zahni	36	60
13.	Fitah	40	68
14.	Fitri Anugerah	32	56
15.	Halimah	36	64
16.	Henry Purnomo	32	60
17.	Icha Chastanti	36	56
18.	Ine Fitri	56	72
19.	Idham	28	64
20.	Jelita	56	68
21.	Rahmi	44	64
22.	Rohani	52	60
23.	Siti Rezeki	52	60
24.	Sonidawati	44	64
25.	Shelvi	48	60
26.	Surya Ramdhan	44	56
27.	Soni Arfan	40	56
28.	Sriono	40	68
29.	Toni Sofyan	36	56
30.	Tika Novita	40	64

Description Of Pre-test Data Statistics

Based on the results of the calculations on the pre-test data from table 4.1 for the experiment

class (XII IPA 2) with the number of students Pre-Test score students are 1.148 on average

at 38.26 with the standard deviation of 8.64. The variance of 74.68 and the value highest of 56 and the lowest value of 24. While the calculation results on Pre-Test for Class Control (XII IPA3) with the total number of students Pre-Test of 966 averaging 32.2 with the standard deviations is 6.81 variants of

46.44 and the highest value of 52 and the lowest value is 24 (Attachment 13)

The bar chart describing the data statistics from the results of Pre Test the experiment class using the guess game learning models and the Pre- Test Control Class by using a conventional learning models as follow:

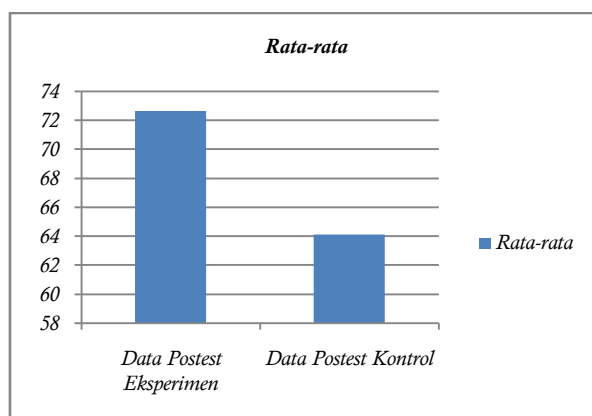


Figure 2. Description Statistic two Result Research at Pre-Test Experiment Class (XII IPA 2) and Control Class (XII IPA 3).

Description Of Post- Test Data Statistic

Based on the results of calculations on the Post- Test data from table 4.2 for the experiment class (XII IPA 2) with the number of Post- Test score students are 2.168. The average is 72.26, standard deviation is 8.33 with the variants is 69.44 and the highest value is 88 and the lowest value is 56. While the results of calculations on Post- Test of Control Class (XII IPA3) with the number of Post- Test score students are 1.924 an average is 64.13 the standard deviation of 6.76 variants is 45.77 and the highest value is 76 and the lowest score is 56.

Normality Test

1. Post- Test Normality Test in Experiment Class (XII APA 2) and Control Class (XII IPA 3).

The normality test of Post- Test data using Guess Game Learning model in the experiment class (XII IPA 2) obtained by $< L$ table ($0.06 < 2.04$) and Post- Test data using Conventional model in control class (XII IPA 3) obtained $< L$ table ($0.12 < 2.04$). thus it can be concluded that Post- Test data using a Guess Game Learning model in experiment class (XII IPA 2) and using conventional learning in control class (XII IA 3) normal distribution (Appendix 15).

The Description of The Data

Table 4. Result Post- Test Normalitas Post- Test in Experiment Class and Control Class

No	Class	A	Ltotal	Ltable	Conclusion
1	Experiment	0.05	0.06	2.04	Normal
2	Control	0.05	0.12	2.04	Normal

Homogeneity Test

homogeneity Post- Test on Experiment Class (XII APA 2) and Control Class (XII IPA 3)

Based on the results of homogeneity test calculation for post- test data on experiment class (XII IPA 2) and control class (XII IPA 3)

obtained $F_{count} = 1.51$ and $F_{table} = 1.86$ so obtained F_{total} , F table ($1.51 < 1.86$) then both samples are homogenous (Appendix 16).

Table 5. Homogeneity Post- Test Experiment Class (XII IPA 2) and Control Class (XII IPA 3)

1.	Post-Test Experiment and Control Class	1.51	1.86	Homogen
----	--	------	------	---------

The Test Hypothesis

Based on the results of normality test data is known that both classes of samples are normally distributed and have a homogeneous variance. Hence can be tested hypothesis by using t- test. In testing the hypothesis Pre-Test data with experiment class taht uses learning model of Guess Game and control class using conventional learning model obtained t-count = 2.79 with significant level = 0.05 and dk 30-2 so obatined list t-table =2.04. The test criterion is accepted H0 if t<table and reject H0 if t-total > t-table (2.79>2.04). While Post- test data with experiment class that use learning model of guess game and control class using conventional class using conventional learning model is obtained t-count = 3.81 and t- table (3.81>2.04). Thus H0 is rejected and Ha is accepted so it is concluded that there is the effect of Guess Game to improve student’s speaking english ability in second grade student’s at Man Rantauprapat.

Discussion

This study aims to determine the effect of student learning outcomes before and after applied model of Guess Game Learning. Based on the result of the research on students of class XII of Man Rantau Prapat on the Guess game to improve student’s speaking ability, the result of the control class student learning using conventional learning model obtained Pre- Test average value of 32.2 and Post- Test is 64.13. While the learning result of the experiment class by using the learning model of Guess Game, the average value of Pre- Test is 38.26 and Post-Test 72.26. Thus there are differences in the average value of student learning outcomes in the class of Guess Game and Conventional Learning.

Implementation of learning Guess Game cause a comfortable atmosphere, fun beacuse the design in the learning is dome systematically so that learners will understand the concept. From the results during the implementation of the study, it appears that the

spirit of the students in learning better in the learning process by using the model of Guess Game embodied in the results of good

laerning. While students who applied conventional learning model look less enthusiasm and less understanding of the material with low learning outcomes. Using learnong of Guess Game in experiment class having the advantages of positive attitude, motivation, life long learning skills, confidence, success, increasing learning outcomes. While the weakness of learning model Guess Game is a lot of media.

For school that do not have adequate facilities will experience obstacles in their application.the result showed that, there are differences in speaking learning outcomes between students who were taught by Guess Game .

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research and discussion presented in chapter IV obtained the following concluions:

After being given different treatment experiment class (XII IPA 2) and control class (XII IPA 3) there is significant difference of mean value of learning result. It also proved by the result on hypothesis testing that is onbtained by t-count > t- table is 3.81 > 2.04 at significant level = 0.05 then Ha accepted and H0 outcomes between experiment class (XII IPA 2) using the learning model of Guess Game with control class (XII IPA 3) using conventional model in Man Rantauprapat academic year 2018.

Suggestion

Based on the material above and make a conclusion a research so the writer give some suggestion to repaire a quality result study to students such as

For teacher and re-teacher, hoped can try a using model learning with Guess Game in explain a material especially in improving speaking ability of students as a another

alternative to improve a result study of students. Teachers are expected to further motivate students to further develop cooperative skills or cooperate, which can be used in social life of students

Learning to speak english students to use guess game need to be developed and implemented so that students are expected to be more motivated.

For students, students are expected to be more active in learning to speak english, especially learning that involves groups of students and dare to express their opinions in front of the class.

For humanity, this research can be a alternative for the other reseracher to continue this research in next day.

BIBLIOGRAPHY LIST

- Betteridge, David, and Buckby, Michael. 2012. *Games for Language Learning*, New Edition. Sidney : Cambridge university Press.
-2010. *Games for Language Learning*, New Edition. Sidney : Cambridge university Press.
- Brown, H. Douglas. 2012. *Teaching by principle: an interactive approach to language pedagogy*. Englewood. Cliffs, NJ. Prentice- Hall regents.
- Byrne, Donn. 2010. *Teaching Oral English: Longman Handbooks for English Teacher*. Singapore: Longman Group.
- Donald, S.G .2012. *Ability And Skills For Language Students; A Practical Guied*. New York; Oxfrud University Press
- Finocchiaro, Mary and Michel Bonomo. 2010. *The foreign language learners, a guidefor teacher*. New york.: Regent Publishing Company.
- Gay. L . R. 2012. *Education research: competencies for analysis and application*. Ohio:Merril publishing Co.
- George, Yule, 2011, *Teaching Spoken Language : Approach Based on the analysis of Conversational English*. Australia: Cambridge University Press.
- Gay, L.R, Geoffrey E. Mills, Peter Aivasian. 2013. *Educational Research: Competences For Analysis and Applications*. New Jersey: Ninth edition.
- Harmer, Jeremy. 2010. *The Practice Of English Language Teaching: Third edition*. Los Angeles. University of California.
- Harris, David. P. 2010. *Testing English As A Second Language*. New Delhi: Tata Mc.Graw-Hill Publishing Company Ltd.
- Hatch, E and Farhady, H.2010. *Research Design And Statistic For Applied Linguistic*. Newbury House Publisher. Inc. Rowley.
- Hendarsyah.2011. *Games In Speaking English Teaching*. London, Cambridge: University Press.
- Hornby, AS. 2012. *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.
-2014. *Oxford Advanced Learner's Dictionary of Current English*. NewYork, USA: Oxford University Press.
- Hughes, Arthur. 2012. *Testing For Language Teacher*. Sidney: Cambridge University Press.
- James Dean, Brown, 2013, *The Elements of Language Curriculum: A systematic Approach to Program Development*. Boston: Heinle & Heinle Publisher.
- Juliana, Edge. 2013. *Essential of English Language Teaching*, Longman.
- Kim , Lee Su. 2012. *Creative Games For The Language Class*. NewYork, USA: Oxford University Press.
- Klippel . 2014. *Keep Talking* . USA: Cambridge University Press.

- Littlewood, W. 2011. *Communication Language Teaching; An Introduction*. Melbourne: Cambridge University Press.
- Moris, T. 2014. *Spoken and Written Language*. London : Longman
- Nunan, David. 2012. *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press
- Patricia, Richard Amato. 2011. *Making it Happened: Interaction In The Second Language Classroom*. New York and London: Longman.
- Rivers, W. M. 2013. *Teaching Foreign-Language Skills*. Chicago: The University of Chicago Press
- Sudjana. Nana. 2016. *Penilaian Hasil Proses Belajar Mengajar Remaja*. Bandung: Rosdakarya.
- Sugiyono. 2016. *Metode Penelitian Penelitian (Edisi Revisi)*. Alfabeta: Bandung.
- Uberman, Agnieszka. 2014. *The Use Of Game For Vocabulary Presentation And Revision*. London: practice hall international.
- Widdowson , H.G. 2011. *Teaching Language As Communication*. London : Oxford University Press.
- Wright, Andrew. 2011. *Games For Language Learning*. Sydney: Cambridge University.