THE METHOD OF GUESSING GAME THROUGH PICTURES AS THE ALTERNATIVE TO MOTIVATE THE STUDENTS TO IMPROVE THEIR SPEAKING SKILL

Punawar
punawar57@gmail.com
SMA Negeri 1 Kedungpring

Abstract. In teaching language, a teacher needs to apply a certain approach, method, and technique or strategy in order to get the good result in teaching. This study is aimed to know how the Guessing Games through Pictures can motivate students to improve their speaking skill in class XI-IPS.1 and XI-IPS.2 in odd semester at 2019/2020. The Methodology of the study is a classroom action research. The method is chosen because the writer is quite sad and concerned to find the fact that the students' speaking skill is really poor. The data involved four aspects for their speaking skill. They are fluency, pronunciation, vocabulary and grammar. While students communicative competence also covered four aspects. They are the student ability in raising question, ability in giving responses, ability in giving explanation and ability in giving description. Rubric of the students speaking score and the form of the students' demonstrated competence were used to record their both speaking skill and demonstrated competence. While the student active participation and motivation was scored by using the form of checklist. The score or the data was analyzed from cycle to cycle to make sure whether there was progress or not. The result of the study showed that based on the finding of the data from two cycles there was an increase in almost all aspects in students speaking skill and the students' activeness in joining the process of learning in class. The data obtained show very significant progress although the result of first stage with 2 cycles is that the students did not achieve the criteria of success because their average score was only 61.32. But the score is much better than the result before implementing the method that is only 41.36. Then the result of stage 2 with 2 cycles has proved that most of the students have achieved the criteria of success for the average score gained by the students was 76.55. Pronunciation was the most difficult aspect in students speaking skill. This was quite logic since aspect of pronunciation in the students speaking skill and aspect of describing in students demonstrated competence were the most difficult and complicated problem faced during the speaking classroom activities.

Keywords: Guessing Game Through Pictures, English Speaking Skill.

INTRODUCTION

Learning and mastering English has already become a necessity if not a must. English has been the compulsory subject in junior and high school throughout of Indonesia Hence, for most of the students in Indonesia, learning English remain hard and even the students regard it as 'ghost'- something frightening. The question is why does this happen to most of the students or learners? As English teachers, the question is not only tickling but also challenging. This is quite right at least for two reasons. Firstly, it is common problem that the students feel quite hard to start uttering words for many various reasons. It is because they are not used to or they simply do not have much exposure in the target language outside and during the English classroom activities. It might be because some teachers hardly ever give the chance for the students to have enough practice of speaking. Secondly, it is because of lack of media of teaching and learning. When it comes to the teaching media, many teachers feel that they are not able to create some medium of teaching and learning.

So far many teachers still use teacher centered-technique that makes the students passive and uninterested in joining the teaching and learning instruction given by the teacher. The researcher will focus on and tickle to find way how to solve the problem. In the researcher opinion, the student needs triggering in order that they are able to start uttering words, phrases and sentences in the target language. The *Guessing Game Through Pictures* is the chosen method applied by the researcher to improve the students speaking performance.

Given the fact explained above, the problem of this study can be formulated as follows; 1) How can *Guessing Game Through Pictures* improve students' speaking skill? 2)

How can *Guessing Game Through Pictures* boost the students' motivation and active participation?

The basic aims of this study are accordingly related to the statement of the problem. The aims of the research are to find the answers as stated at the above research problems. The two objectives of the study are: (1) To find out how the method of *Guessing Game Through Pictures* can improve the students speaking skill. (2) To find out whether the method of *Guessing Game Through Pictures* can boost the students' active participation and their motivation.

LTERARTURE REVIEWS

It is not always easy for English Foreign Language learners to speak the target language fluently and appropriately. It has been realized by some of the teachers of English that developing the students speaking skills is not easy. Richard argued that learning to speak a foreign language requires more than just knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact (Richard, 2002: 207). English foreign language learners need explicit instruction in speaking which like any language skill generally has to be learned and practiced. However, in practice, it is too often assumed that spoken- language skills can be developed simply by assigning students general topics to discuss or by getting them to talk on certain subjects. Evidently, not enough attention is given to the factors that inhibit or facilitate the production of spoken language. "Some factors that influence English foreign language learners interactive behavior are age or maturational constraints, aural medium, socio-cultural factors, and affective factor. Age is one of the most commonly cited determinant factor of success or failure in foreign language learning" (Krashen, 1982: 78). Domke in Ahmad Taufik (2005:16) stated: "*If students are given a chance to learn practice and review the English language in a pleasant atmosphere, most of the learners were willing to join the games in a group and they tried to do their best. By these games students have a chance to use their imagination and creativity; therefore, they are motivated to learn.*"

According to Jill Hadfield in his book entitled "Harrap's Communication Game" principally language game is an action with rules and objectives to make the learners happy. In other words Hadfield stated Guessing Game is really a very familiar variant in which the game is applied with holding quartet cards with pictures or words, responding some questions from other groups and asking some questions beads on the pictures or words in these cards. Specifically, the effective interactive activities should; 1) be based on authentic or naturalistic source material   that enable the learners to manipulate and practice specific features of language, 2) allow the learners to rehearse, in class, communicative skills they need in real world, and 3) activate psycholinguistic processes of learning. Byme Donn (1976) stated that games can contribute the students being more fluent in speaking at the class activity. Firstly the game is used to improve students speaking skill on certain elements such as pronunciation, vocabulary, and arranging words in good sentences. Secondly, the game is to give the chance to the students to use their own language in order to make more familiar and more fluent in speaking with the target language in good grammar.

Hence, the method of *Guessing Game Through Pictures* might be the good alternative to improve the students speaking skill and to boost the students' active participation and their motivation.

RESEARCH METHODOLOGY

This research uses the design of classroom action research which is reflective study held by the researcher as one of the efforts and responsibilities in order to improve the

teaching quality concerning the application of *Guessing Game Through Pictures* at the school where the researcher is working. Kemmis (1988) states action research is a form of self-reflective enquiry undertaken by participant in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out.

Action research which is conceptualized by John Elliot is "The study of social situation with a view to improving the quality of action within concrete situation. The researcher wants to apply this design to improve the students' speaking skill through the method of *Guessing Game Through Pictures.*

This research began with a preliminary observation to identify the problem in teaching speaking. The preliminary study was done by doing an observation and pre-test the research is conducted. The problem was found and identified during the observation in the preliminary study. After the researcher know what the problem is, then the researcher selected method or strategy which the researcher had compiled in the planning, then followed by the next stages. They are implementation, observation and reflection. All the stages are applied in a real cycling action.

The study is held at SMA Negeri 1 Kedungpring for about two months between August until October 2019. The subject of the study is the students of grade XI-IPS.1 (36 students) and XI-IPS.2 (34 students) odd semester academic year 2019–2020.

The research uses cycle model with 2 stages in which every stage has two cycles. On stage 1 in the cycle 1 with the theme of transportation, the students are asked to guess the pictures by asking some questions freely with objective that the students can explore as many as their ideas in their questions. This trial is meant to grow the student's brave and confidence during the game. Meanwhile on the stage 1 in cycle 2, the students begin to construct the questions in good grammar. This trial is applied to improve the student language structure in constructing the questions during they guess the picture hold by other student.

On stage 2 in cycle 1 with the theme of culture, the students with the gained model from stage 1 are asked to guess the double picture on card. The case is conducted to make the students more fluent in giving questions. Entering the stage 2 in cycle 2, the students begin to lead to make more questions in good grammar. This trial is applied to develop the student competence in speaking using English in various conversations during guessing the picture on game.

During the classroom speaking activities through quartet card games, the researcher and the collaborators were observing towards the students speaking skill with the form of students speaking skills covering the four aspects;(1) fluency, (2) pronunciation, (3) vocabulary and (4) grammar. While towards the students demonstrated competence are observed by the form consisting of the students' activities in; (1) raising the questions, (2) giving responses, (3) explaining, and (4) describing.

FINDING AND DISCUSSION

Before the researcher starts the classroom activities through *Guessing Game Through Pictures* as an effort to improve the quality of the teaching and to improve the students speaking skill, what the researcher really needs is initial data of the students speaking skill as the starting point for the researcher to achieve the progress or development of the students speaking skill. So below here is shown the initial data of the students speaking score from the preliminary study.

Table 1: Initial score of the students speaking skill from pre-test

Class	Aspects			
	Fluency	**Grammar**	**Vocabulary**	**Pronunciation**
XI-IPS.1 (36 students)	32,35 %	39,12 %	46,62 %	37,79 %
XI-IPS.2 (34 students)	36,39 %	49,58 %	50,83 %	38,19 %

| Average | 34,37 % | 44,35 % | 48,73 % | 37,99 % |
| Total Average | 41,36 % | | | |

The data obtained show that the students did not achieve the criteria of success because their total average score was only 41.36. This number shows that the students' spoken skill was still very poor.

Findings in Stage 1

This stage consists of 2 cycles. In cycle 1, after the writer planned classroom activities in preparing syllable, lesson plan, instruments and division task between the researcher and collaborator, the researcher carried out the classroom speaking activities based on the scenario of process of the teaching and learning of speaking. The researcher has the scaffolding talk with the students by building communication whether they like playing games. Have they like playing English scrabble like quartet cards games for example? He also told them the benefits of game as well as told the students the rules of the games that the students have to follow. The class was divided at six groups, one student holding the card as the answerer and the others guess it by giving some questions freely. The picture on card is based on the theme in this stage, namely about transportation.

When the students exercised their communicative competence through the games, the researcher and the collaborator monitored and gave a helping hand to the groups or students who get the difficulties either about the technique or the way how to raise the questions or otherwise in giving the responses. Going around the group, the researcher and the fellow teacher took notes or wrote down the problems which may arise, and collect data. During the classroom speaking activities, the researcher and the collaborators were observing towards the students speaking skill with the form of students speaking skills covering the four aspects ;(1) fluency, (2) pronunciation, (3) vocabulary and (4) grammar. While towards the students activeness was observed with the form consisting of the students' activity in; (1) raising the questions, (2) giving responses, (3) explaining, and (4) describing. The result of the students speaking skill consisting of the four aspects is shown in the speaking rubric as below;

Table 2: The score of the students speaking skill in stage 1 cycle 1

Class	Aspects			
	Fluency	Grammar	Vocabulary	Pronunciation
XI-IPS.1 (36 students)	32,94 %	40,00 %	48,53 %	40,59 %
XI-IPS.2 (34 students)	37,50 %	50,83 %	51,94 %	43,19 %
Average	35,22 %	45,42 %	50,24 %	41,89 %
Total Average	43,19 %			

From the result above, it shows that the application of the method of *Guessing Games through Pictures* has not reached the target of success. Students produced quite limited utterances or sentences for many reasons. There were many students' utterances which were grammatically incorrect. Technically, some students are still confused about the games. Some students only raise a very simple single question based on picture on the cards. They did not yet able to creatively and imaginatively produce many various sentences.

Again based on the stage reflecting in the first cycle, the researcher decided to continue into next cycle 2. Cycle 2 was conducted according to the same scenario on previous cycle. But there are still many things to be solved; however, explaining the sentence pattern, introducing some basic questions and responses which are often used during the games, and giving some grammar exercise as well as explaining in detailed once again the technique of how to play the games.

At the cycle 2, the researcher assisted by the other fellow teachers as collaborators on the study, help the group or students who get some difficulties during they play the games. The problem might be concerning the technique of playing the games or things related to the language use or expression, vocabularies, and grammar which may be incorrectly used by the students and even the teacher can correct their pronunciation during the play. The result of the students speaking skill on stage 1 cycle 2 is shown in the speaking rubric as below;

Table 3: The score of the students speaking skill in stage 1 cycle 2.

Class	Aspects			
	Fluency	**Grammar**	**Vocabulary**	**Pronunciation**
XI-IPS.1 (36 students)	52,94 %	70,00 %	63,53 %	55,59 %
XI-IPS.2 (34 students)	57,22 %	70,00 %	62,78 %	58,47 %
Average	55,08 %	70,00 %	63,15 %	57,03 %
Total Average	61,32 %			

The data above indicates that there is significant progress if being compared with cycle 1, but the result still has not achieved the criteria of success classically. This fact makes the writer continue into the next stage.

The data from the fellow teacher as collaborator, it can be seen that the students' activeness joining the learning process with *Guessing Games through Pictures* as below;

Table 4: The percentage of the students' activeness in stage 1

Category	XI-IPS.1 (36 students)		XI-IPS.2 (34 students)	
Very active	13	32,35%	11	36,11%
Active enough	17	50,00%	17	47,22%
Less active	6	17,65%	6	16,67%

Findings in Stage 2

Stage 2 has 2 cycles. In cycle 1, the planning is similar to the previous cycles. That makes difference is that the card has double picture with the theme culture. This has been aimed to make the students more fluent in raising questions. The researcher carried out the classroom speaking activities based on the scenario of process of the teaching and learning of speaking.

After the teacher gives the students the model how to ask and to response and divides the class into some groups, the students are lead to develop their ideas freely during the play. The researcher encourages the students not to worry making some mistake when they raise question and describe something. By this way, it is meant to make the students more active and creative in learning process with *Guessing Games through Pictures*. Besides that, the students, during the play, can consult to the teacher when they find difficulties. The researcher and collaborator have main work to always record and examine the students' activity to get the important data and information through the form and the rubric of scoring speaking skill.

Table 5: The score of the students speaking skill in stage 2 cycle 1

Class	Aspects			
	Fluency	**Grammar**	**Vocabulary**	**Pronunciation**
XI-IPS.1 (36 students)	72,35 %	74,12 %	76,62 %	62,79 %
XI-IPS.2 (34 students)	61,39 %	74,58 %	67,36 %	58,19 %
Average	66,87 %	74,35 %	71,99 %	60,49%
Total Average	68,43 %			

The data above indicates that the criterion of success has not been achieved because the criterion of success is on 75%. However, there is significant improvement in students speaking skill.

The fact above makes the writer continue into the next cycle into second cycle. During this cycle 2, students exercise how to express in various kinds of questions and responses according to the charts or pictures given by the teacher as the stimulus for the students to think before expressing their utterances based on the charts they are talking about in pairs. In this cycle the game is applied in which the writer has the students study in pairs. One student must talk to other to discuss about the picture they get from the teacher. The students must arrange the sentences by themselves by constructing some words and phrases into good sentences according to their experiences in the previous stage.

The teacher in this cycle just gives a brief guidance and a light correction in sentence pattern typically in creating questions because the students more often make some mistakes creating questions than statements and answers. Most of students are very active and creative to create various kinds of questions and responses. The circumstance in learning in this second cycle is very enjoyable. The students talk to each other in partnership very communicatively.

The data from the fellow teacher as collaborator, it can be seen that the students' activeness joining the learning process with *Guessing Games through Pictures* during cycle 2 as below;

Table 6: The percentage of the students' activeness in stage 1

Category	XI-IPS.1 (36 students)		XI-IPS.2 (34 students)	
Very active	16	44,12%	15	44,43%
Active enough	17	50,00%	17	47,22%
Less active	2	5,88%	3	8,33%

The researcher and collaborator have record and examine the students' activity to get the important data and information through the form and the rubric of scoring speaking skill as following;

Table 7: The score of the students speaking skill in stage 2 cycle 2

Class	Aspects			
	Fluency	Grammar	Vocabulary	Pronunciation
XI-IPS.1 (36 students)	77,35 %	79,12 %	81,62 %	67,79 %
XI-IPS.2 (34 students)	71,39 %	84,58 %	77,36 %	73,19 %
Average	74,37 %	81,85 %	79,49 %	70,49 %
Total Average	76,55 %			

The data above indicates that the criterion of success has been achieved and shows significant improvement in students speaking skill.

DISCUSSION

The beginning condition of speaking class, students do not feel confident to speak English, as evidenced when they were asked or ordered to use English largely silent even claimed not only familiar with the words of his teacher. They feel insecure because they do not master the speaking skills so they are afraid of being wrong and laughed at by their friends. In the end speaking skills and students' self-confidence become low as evidenced by the results of assessment on speaking competencies and interviews with students. After implementing the method of *Guessing Games through Pictures* at the end of the second cycle, students' self-confidence and English speaking skills increased, as evidenced by students who did not feel embarrassed and afraid to use the wrong English. Improving students' English speaking skills can be presented in the following table:

Table 8: Improved English Speaking Skills

No	Aspects	Before Implementing (in %)	After implementing in Stage 1 (in %)		After implementing in Stage 2 (in %)	
			Cycle 1	Cycle 2	Cycle 1	Cycle 2
1	Fluency	34,37	35,22	55,08	66,87	74,37
2	Grammar	44,35	45,42	70,00	74,35	81,85
3	Vocabulary	48,73	50,24	63,15	71,99	79,49
4	Pronunciation	37,99	41,89	57,05	60,49	70,49

According to the table above, aspects of speaking skills increased, namely aspects of fluency, grammar, vocabulary (vocabulary), and pronunciation. The increase in self-confidence and English speaking skills of students implementing this method, *Guessing Game Through Pictures,* is caused by fun learning, can express students' abilities, motivate and can increase students' self- confidence which leads to an increase in students' English speaking.

The result of the study showed that there was an increase in almost all aspects in students speaking skill and students demonstrated competence. Pronunciation was the most difficult aspect in students speaking skill. For this score average proved to be the lowest among the four aspects. While for average score for the students demonstrated competence proved to be aspect of describing was the lowest. This was quite logic since aspect of pronunciation in the students speaking skill and aspect of describing in students demonstrated competence were the most difficult and complicated problem faced during the speaking classroom activities.

CONCLUSION AND SUGGESTION

1. The teacher can function more as a facilitator, guiding teacher and even as playmates for the students so that they feels secure and enjoyable in learning. As consequence, they feel free from being depressed and feel enthusiastic to have dialogue or conversation. They are not afraid of making some mistakes since they practice conversation with their own friends where the level of their English proficiency is more or less the same.
2. The implementation of the method of *Guessing Game through Pictures* proves to be appropriate to facilitate the students to develop their speaking skill since the students are provided with pictures at quartet cards, key words based on the category and most importantly the idea function as the starter for their conversation.
3. The application of the method of *Guessing Game through Pictures* for classroom speaking activities can increase the students speaking skill significantly. This can be shown by the table describing the trend of increasing of the students speaking score from cycle to cycle.

Since the result of the research shows that the implementation of the method of *Guessing Game through Pictures* can function as the 'trigger' for the students speaking competence and encourage the students to get involve actively in such a conversation or dialogue so English teachers are strongly recommended to use various kinds of strategy and of media either audio or just visual aids like picture card games to improve the students speaking skill.

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