# TEACHING SPEAKING THROUGH THE GUESSING GAME

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## Abstract

The goal of this paper is to give further explanation about teaching speaking through guessing games, as an alternative teaching technique which can be used in teaching speaking, especially in junior high school. The writer hopes this technique will improve student's speaking ability. The writer suggests some steps. The first step is arrangement and participation complete individually or team in the identification of something object's picture is shown by the chairperson. In addition, the chairperson tells a clue to the team that the object is household tools, clothes, vehicles or any the stuff. On 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.

Keywords: Teaching Speaking, Guessing Game

## A. Introduction

English is one of the important languages in the world. As an International language, it is used as a mean of communication among people all over the world. It is especially important for our country because it will face free trade and global era in which English is widely use. Because of that, the Indonesian goverment tries to improve the students' ability in using English by including English as one of the important subjects from elementary school until university.

Actually, there are four basic skills in learning English that should be mastered by the students. They are listening, speaking, reading, and writing. Among those skills, speaking is the most important one due to the large number of students who want to study English in order to be able to use English for communicative purposes.

Most of the English students have difficulties to speak English. There are several reasons of having difficulties to speak. First, the students often do not have self-confidence in speaking teaching

technique because they often feel afraid to making mistake. Second, the students do not motivation to perform their speaking skill in front of class. Third, the teaching technique and teaching materials are not interesting for the students.

In this case, the students must study hard and practice to master the speaking skill and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class (based on the writer experience in junior high school 18 Padang). Speaking activities do not work in class. It happens because many factors. First, the students do not have much time to practice English in the classroom because the teacher just explains the topic such as; greeting, introducing and asking direction. It can be seen from the attitude of the students in learning English. The teaching is focused on developing writing and reading skill. Thus, it will make a little chance for the student to practice English orally. Second, they have lack vocabulary. Teacher do not provide new vocabulary and students are lazy to bring or open dictionary. The last, they still feel shy to speak English.

They are not confident to speak English and they are afraid of being laughed by their if they make mistake.

Considering problems related to speaking activities in class and to how help students to improve their speaking skill is part of the teacher's job. A teacher 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 happen between teacher and students and also between students and students.

In the classroom, the teacher must create the situation that can encourage real communication, many activities can be designed to make majors' element lively, and one of them is using games. A game as a technique in language teaching add more fun to the class. Games may also be used to make the English lesson interesting.

According to Agoestiwaty (2007: 13) says that using of games

in learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively The brain is a muscle just like any other. In addition Brewster et al (2002: 186) games change the pace of a lesson and help to keep students' motivation. A coalitional (or cooperative) game is high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members.

Based on the condition above, the writer tries one of the games that can be implemented in the classroom that is guessing games. This game is chosen since it provides more opportunities to students to make turns in speaking during the time allocated. The writer assumes that guessing game is combination between practice and fun. They can express their ideas freely because they do activities with their friends. This game also gives the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability.

## B. The Review of Related Literature

**Speaking**

Speaking is an oral language between two or more people directly that has purposes to express the ideas, thoughts, responses and some opinions. Based on The Oxford Advanced Learners' Dictionary (2007: 1467) speaking is defined as to talk or conversation to somebody about something

Yunera (2004:5) described that speaking is an active productive skill, speaking need more practice whenever and wherever. Furthermore Chaney in Susanti (2007:6) wrote that speaking is the process of building and sharing meaning by using verbal and non-verbal symbols, in varied situation.

Based on explanation above, it can be concluded that speaking is oral communication that is needed by human being to fulfil their ideas, thoughts, responses and some opinions. Next, through speaking someone is able to show their feeling and make relationship with another people to do the social activities. Besides that, speaking is a dialogue

of message between the speaker and listener, and it is also useful for someone in many presentations in speaking such as formal presentation a company, at a conference, etc.

**Teaching Speaking**

Teaching speaking should improve students communication skill, because through speaking students express themselves in the form of communication. In teaching speaking, the teacher play important role. He or she is a facilitator helping the students to speak English fluently and focus of teaching speaking is to improve the oral production of students in real life situation.

In teaching speaking, there are four components that are generally recognized. First is pronunciation that covers the segmental features, vowel, consonant, stress, and intonation pattern. Second is structure that covers the mastery of linguistic rules. Third is vocabulary that covers the use of words. Fourth is fluency that covers ease and speed of the flow speech. (Yunera, 2004:4)

The use of certain technique in teaching speaking is very essential as one of factor determining of success of the whole process of teaching and learning. Through a certain technique students cab have more meaningful and enjoyable learning. (Angela. 2009:10). So that, it can encourage the students to be more creative and expressive in using language or producing any work in the target language.

There are some crucial points in teaching speaking that need to be considered by the EFL teachers. It is necessary for teachers to carefully examine the factors, conditions, and components that underlie speaking effectiveness. Teachers should give opportunities to students to use and practice the language learned by applying certain activities. Besides, teachers should provide warm teaching atmosphere, use appropriate techniques and interesting authentic materials.

Moreover, English teacher should create a classroom environment where students have real life communication, authentic materials, and meaningful tasks that promote oral language. To understand the quality of teaching speaking, Ur (1996:56) tries to list

the criteria of successful teaching speaking namely:

1.      Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk

2.      Participation is an event. The classroom discussion is not only dominated by the minority of talk acttive participants but all of the students get a chance to speak. The contributions are fairly evenly distributed.

3.      Learner's motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

4.      Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language.

**Some Methods in Teaching Speaking**

There some speaking activities in speaking class:

1.      Story telling

According to Kalrsoon (2002:21) story telling is an oral activity where language and gestures are used in a colourful way to create scans in sequence. However, storytelling consists of more than just telling stories. It may include not only creating a story but also use of pictures, acting, singing, story writing and so forth.

Through storytelling, the students enjoy listening to stories and can make the students to speak in front of class. Stories are motivating, fun and can help develop attitudes towards their foreign language, culture and language learning.

2.      Role Play

Role play is important in teaching because, can give students opportunity to practice communicating with their friends and also make students be creative.

According to Hattings (1993:2) role play seems to be ideal activity in which students might find themselves and give them opportunity to practice and develop their communication ability. According to Sunardi "role play can give students practice in thinking real-life and dealing with real-world problem.

3. Western song

Western song is a song in English lyric, it can make students enjoy and comfortable with song

According to Millington (2011:134) "song can help young learners improve their listening skills and pronunciation therefore potentially then to improve their speaking ability.

**Guessing Game**

According to Collins dictionary, guessing games is game in which conjectures must be made because information is not available or forthcoming to play guessing.

According to Cambridge dictionary, guessing is to give an answer to a particular question when you do not have all the facts and cannot be certain if you are correct. It means, someone can say something after she/he predict to answer it.

Patricia (1988:155), "Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However the most important function is to give much practice in communication.

According to Klippel (1994:32), "Everybody knows guessing games, it is not only children that like guessing games; adult like guessing too, as shown by many popular TV programmer." He adds "Guessing are true communicative situation and such are very important to practice foreign language with fun and excitement."

From the expert's statement above, it can be said that guessing games are interested by students all of ages from children to adult and it encourages.

Relate to method above in this paper, method used is a direct dialogues method, because claiming students active in questions and answers.

**Implementation Guessing Game in Teaching Speaking**

According to Merriem Webster, guessing game is game in which participate complete individually or team in identification of something indicate obscurely (as in riddles or charades).

Based on the definition above, it can be said that through guessing games, students are

provided by a set of well-arranged activities as follows: participates compete individually or team in the identification of something object's picture is shown by the chairperson. In addition, the chairperson tells a clue to the team that the object is household tools, clothes, vehicles or any the stuff. On 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.

Thirumalai, (2002:101) explain guessing games can be used in teaching speaking. Though the process of guessing, students are encouraged to pattern of usage and to create the correct words and sentences. Students will guess words and sentences that have not yet been taught to them. Through guessing, students work out the rules of deriving new word for themselves.

The teacher writes a few pairs of sentences such as the following on the board:

1. He drives buses,--------he's a bus driver
2. She sells books,---------she's a book seller

Based on these examples, students would guess the correct answer for the following

1. Someone who drives trucks (truck driver)
2. Someone who owns ships (ships owner)
3. Someone who robs bank(bank robber)

In another guessing game, one students may pretend to be a famous person demonstrating some characteristic features of that person; among of them are a physical appearance, dress, gait, posture, etc. other students are required to guess who that person is by asking questions such as: are you American? Are you writer? Are you a movie actor? Are you a general? (Ulviana 2011:32)

Based on the explanation above, the writer concludes that the aim of the using guessing games in teaching speaking is to deliver the material and help students to produce sentence to get the students to speak.

**Advantages and disadvantages of using guessing games**

The advantages and disadvantages of using guessing games can be summarized as follows:

1. Advantages of using guessing games

    a. Playing guessing games is a vital and natural part of growing up and learning. Students experiment, discover and interact with their environment

    b. Guessing games add variety to the range of learning situations

    c. Another important reason is the fact of being relaxed after that class, sometimes classes are hard for them and if you use games at the end, it can be also a way of motivating them, because if they know it, maybe during the class they are going to do their utmost for learning, just because they know that at the end of the class they are going to play games, and at the same time games are also one of the best techniques for stimulate and motivating them.

    d. Guessing games can be used to change the pace of a lesson and so maintain motivation.

    e. Guessing games in teaching speaking is to deliver the material and help students to produce sentence to get the students to speak.

    f. Guessing games can give "hidden" practice of specific language points without students being aware of this.

    g. Guessing games encourage student participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.

    h. Guessing games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating in.

    i. Games can increase student-student communication, and so reduce the domination of the classroom by the teacher

2. Disadvantages of using guessing games

    a. In teaching learning process was by attracting

student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

b. Applying some games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

## C. The Procedures of Teaching Writing Analytical Exposition Text by Using Mind Mapping

### Preparation

Sari (2011:20) states teacher has to do a preparation before he/she comes to the class in order to have the teaching and learning process run well. The main thing she/he has to do is making lesson plan. Because from the lesson plan he/she will know what step or procedures he/she takes in the classroom. This aimed to achieve the aim of teaching and learning.

Meanwhile, in choosing a lesson, the teachershouldprepare a materialof interesttostudents; for instance: pictures. Inselectingpictures, teachersshouldpay attention tosize, theme, and colourof the picture; for example: the size, the teacher should provide aclearpicturewhichcanbe seenbyallstudents.Next, theme should be interested for the student and make them are not boredsuch asfavourite food, favouriteanimal, hobby, etc withabrightcolour selectionand full color because the children like something with full color.

### Procedure of Teaching Speaking through Guessing Game

The procedure of conducting the guessing game technique to motivate students to speak can be classified into three parts; pre-teaching activity, whilst-teaching activity, and post-teaching activity.

### A. Pre-teaching activity
1. The teacher informs to the students about new discussion. Example

   Teacher: "hello students. How are you ?

   Students: "I'm fine. Thank you"

   Teacher: "well, today we will play a guessing game. Does

anyone know or play guessing game before?"

2. Teacher explains about the guessing game technique.

3. Teacher puts a picture of animal, but the students do not know the name of the animal because the picture is closed.
   For example:

Picture 1



Tells the topic and the clue of the picture.

"ok students, now we talk about wild animal. I have clue about this animal. The clue is:  - This is a wild animal

                   -     This animal is a carnivore

4. Teacher asks students to guess the name of the animal.
   "Who can guess this animal?"

5. Teacher show picture to the students

6. Teacher looks student's motivation.
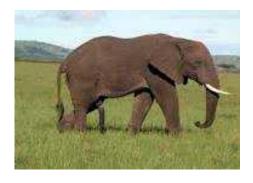
B. **Whilst-teaching activity**

1. Teacher asks students to sit in the group.

2. Teacher gives different topic to each group i.e.:
   - Hobby such as fishing
     Picture 2



   - Thing such as hand phone
     Picture 3



   - Animal such as elephant
     Picture 4



   - Fruit such as banana

Picture 5



3.  Teacher chooses one member from the group to give clue and the rest members guess.
4.  Firstly, the student gives some general information about the object. Then, she/he asks his group to guess it.
5.  The guessing game will run until the guessing group tell the name of the object correctly.
6.  Then teacher changes pictures with another group and repeat again with the same way.
7.  The teachers' pay attention to fluency, pronunciation, and vocabulary of the students.
8.  The group who can guess clearly and quickly, they will be the winner.
9.  The teachr will corrected the students activities.

**C. Post-teaching activity**

Sari (2010:23) states post activities mean feedback. Feedback is the responses or comments that come from teacher and other groups. The first feedback is by giving applause to the group that already finish the game. The teacher makes a note about students who are active during the activity and gives extra point. Then correct mistake together. The students from each group give comment about guessing game. The final activity is the announcement of the best group by the teacher. The purpose is to motivate other students to be better to others performance turn.

## C. CONCLUSIONS ANDSUGGETIONS

**Conclusion**

Teaching speaking is a very important in our life because it is an ability to interact or to do dialogue and communicative even formal and informal with other. Speaking is one important skill that covers the whole skills because speaking is a productive and active skill, even though in fact students cannotmaster it. It happens because they are afraid of making mistake

while uttering the words or expressing their idea and opinion. That is why the students cannot communicate each other in their daily life.

To overcome those problems, the teachers should be able to motivate their students to speak by choosing an interesting technique of teaching speaking. One of the techniques that writer suggests is guessing game.

There are many advantages that can be got by using game. First, all of the students participate actively during the activities because the students have the same chance to speak. Second, this game can improve their speaking ability because it requires the students' innovative. Third, they will be motivated to speak because by this game the teacher can create comfortable atmosphere where students feel relax and are not under pressure to speak. They can enjoy the process and are eager to speak.

## Suggestions

In order to create comfortable atmospheres in the classroom, the writer suggests the English teacher should use this game to make the students understand in speaking and the students also can learn the lesson easily. Teacher should pay more attention to develop speaking skill. We realize that speaking is sometime more difficult that other skills. In the fact most of students find difficulties to express their idea in speaking communication. We hope that, this technique could involve students in the activities in order that they will be good in fluency to speak.

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