



The Effect of Guessing Game and Board Game on Students' Speaking performance for the Seventh Grade Students of MTsN 8 Madiun

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ABSTRACT

One important aspect of the English Language is speaking skill. Speaking skill is the key aspect in language and the main tool of communication. Several methods in teaching speaking that have been developed by researchers can help students to overcome difficulties in speaking. This study aimed to investigate whether students who are treated by using guessing game and board game have better writing skills than the students who are treated by conventional teaching. This research used a quantitative research design. The instrument used by the researcher was a speaking test. The results showed that the students in the experimental class have better speaking score, as evidenced by the mean score of 73,55 in control class and 77,80 in experimental class. From the analysis showed that the significant value (2- tailed) is 0.000. It can be interpreted that there is a significant difference in average score between experimental group and control group. Based on the explanation above, it can be concluded that using guessing game and board game was any significance effect on speaking performance for the seventh-grade students of MTsN 8 Madiun.



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1. INTRODUCTION

One important aspect of the English Language is speaking skill. Speaking skill is the key aspect in language and the main tool of communication (Laver, 1994) speaking can be defined as an interactive process of collaborating in taking speaking turns that involves more than just the grammar and pronunciation aspect (Thornbury, 2005). For the students, learning to speak is important because by being involved in a communication with people it transforms them to be intelligently equal as those around them. However, Indonesian students still experience difficulties to speak English. In MTsN 8 Madiun, speaking skill became the skill that the students had the least interest in, or it can be said that their speaking ability was quite low. They needed some additional speaking course to increase their speaking abilities. As a result, they needed a learning media that was quite interesting, because they were not really provided with maximum facilities and media in learning speaking

In addition, to make speaking easier, teacher can use various method or media. For example, teachers can use games to teach English. The use of games in the teaching and learning process has a great influence on the development of students' thinking and participation. Games can also hire students' confidence and courage in speaking. Games are activities that teachers can use to teach spoken English. Referring to games, people will immediately think of fun games for children. Nowadays, the game is not only for young learners, but also for all ages. For junior high school students, they can use games as a means of serving the teaching and learning process So teachers should have an interesting method to teach English. Therefore, it can help teachers improve students' speaking skills and hire them to speak in class.

A guessing game is a game where someone or a group tries to answer a question that has been given several keywords. Guessing game is a type of game where participants compete either individually or in teams to identify something that is hinted at indirectly (Wright, 2005:169). According to Klippel (1994), "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.” The basic rules of the guessing game are very simple. know what someone else wants to know. Based on that definition, guessing games are games in which a person knows something, compete as a team or as individuals to identify or figure out the answer. This game is a useful teaching method and Combine language practice in a fun and interesting way. Based on the statements above, the researcher tries to apply that guessing game. This game was chosen because it gives students more opportunities to take turns speaking during the allotted time. The researcher assumes that guessing games are a combination of practice and fun. They can express their ideas freely because they do activities with their friends. Guessing game also has a positive effect on students' interest and motivation in learning English and enhances their speaking ability

Besides guessing game, the writer also apply board game for speaking performance. Board games are not free-flow, but also contain a specific context that is often "structured" and "rule-governed" (Smith, 2006). A board game is a game in which pieces or pieces are moved or placed on a pre-marked surface or "board", according to a set of rules. As we know that in daily life we should be familiar with board games. It includes monopoly, snakes and ladders, mahjong and many other board games. In other words, students definitely know this game and how to play it.

Board game aims to help teachers who have problems in the classroom and to give students the courage to talk to another friend. Students can recall their vocabulary from their long- term memory when the students describe based on the picture on the box directly. Also, playing this game will improve the speaking ability. Students will have a few minutes to think and explain the picture so that the students can speak without thinking about the grammar. Using board games to teach speaking is one way to create a fun and lively atmosphere in the classroom when learning to speak English. According to the title of this thesis, the researcher wants to know the significant effect of using board games to teach speaking.

2. RESEARCH METHOD

The aim of this research was to examine the effects of guessing game and board game of 7th grade students MTsN 8 Madiun. This study was conducted using quantitative research technique. Instruments are available for measuring the existing variables, allowing statistical techniques to be used for data analysis. In this study, a quasi-experimental design was used by the researcher to identify a control group that was as similar as possible to the experimental group in terms of baseline or pre-intervention characteristics. The researcher used an instrument that used a speaking test (Pre-test and Post-test). This test is designed to determine the impact of guessing game and board game. According to Creswell (2002), pretesting provides a trait or measure of a trait before an experimental participant undergoes treatment. After pre-testing, the next step is to administer treatment, followed by post-testing. A post-test is a measure of a trait or attribute assessed on a subject after treatment.

Group	Pre – Test	Treatment	Post – Test
Experimental	ü	ü	ü
Control	ü	-	ü

After getting pre-test an post test from experimental and control group, the researcher analyzed using SPSS 25 version. The analysis that has been carried out will present the results namely descriptive statistics, normality, and homogeneity.

3. RESULTS AND ANALYSIS

In this section, the researcher presents the final results of the research in the form of descriptive data. The purpose of this study was to find out whether students who were taught using the guessing game and board game had better speaking skills than students who were taught using conventional teaching. The researcher used two classes as samples, namely VII A as the experimental group and VII B as the control group, with 30 students in each class. Experiments have been carried out, and the desired results were achieved by the researcher. The results of the pre-test and post-test of writing narrative texts in the experimental and control groups are the data analyzed in this study.

Statistics			
		Pre-Test Experimental	Pre-Test Control
N	Valid	30	29
	Missing	0	1
Mean		54.07	58.72
Median		53.00	59.00
Mode		53	59
Std. Deviation		6.236	6.633

Statistic of the data pre-test from both classes shows that the samples of the experimental class are 30 students (N=30) and the samples of the control class are 29 students (N=29). The means of the two classes are not the same; the experimental class's mean score is 54,07 while the control class's mean score is 58,72. As indicated by the statistics shown above, the pre-test control class's mean score is greater than the pre-test experimental class's mean score. In the speaking exam, there is a substantial difference in the mean pre-test score for both classes, according to statistics.

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-Test Experimental	.141	30	.135	.935	30	.069
	Pre-Test Control	.079	29	.200*	.983	29	.908

To determine normality, the Shapiro-Wilk was utilized. The test results are shown in the Table 2. The significance of the experiment class is 0.069, whereas the significance of the control class is 0.908, as seen in the table above. If the experiment class significance value was larger than 0.05 ($0.069 > 0.05$) and the control class significance was greater than 0.05 ($0.908 > 0.05$), the data was considered normal. As a result, both classes' outcomes are typical.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Score	Equal variances assumed	.082	.775	-2.780	57	.007	-4.657	1.676	-8.013	-1.302
	Equal variances not assumed			-2.777	56.480	.007	-4.657	1.677	-8.017	-1.298

The table illustrates the homogeneity of the pre-test data from the experimental and control groups. The hypothesis of testing homogeneity is H₀, which is data from a sample with the same variance or is homogeneous, and H₁ which is data from a sample with unequal variance or is not homogeneous. Table 4.4 reveals the significance value (2-tailed) of the Equal variances assumption is 0.775 and the data shows $0.775 > 0.05$. H₀ is accepted and H₁ is rejected based on the homogeneity test value. This means that the sample data has the same variance and is homogeneous.

Statistics			
		Post-Test Experiment	Post-Test Control
N	Valid	30	29
	Missing	0	1
Mean		77.80	73.55
Median		77.00	73.00
Mode		80	73
Std. Deviation		8.515	5.402

Statistic of the data post-test from both classes shows that the samples of the experimental class are 30 students (N=30) and the samples of the control class are 29 students (N=29). The means of the two classes are not the same; the experimental class's mean score is 77.80 while the control class's mean score is 73.55. According to the data presented above, the mean score of the post-test experimental class is higher than the mean score post-test control class. According to the data, there is a significant difference in the mean post-test score for both classes in the speaking test.

Tests of Normality							
	Post-test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Post-test experiment	.114	30	.200*	.961	30	.322
	Post-test Control	.127	29	.200*	.955	29	.251

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality testing is used to assess whether or not the students' speaking scores are normally distributed. Table 4.9 shows the results of the normality testing. The Shapiro-Wilk test was used to determine normality. According to the table above, the significance of the experiment class is 0.322, while the significance of the control class is 0.251. The data was declared normal if the experiment class significance value was greater than 0.05 ($0.322 > 0.05$) and the control class significance was greater than 0.05 ($0.251 > 0.05$). As a result, for both classes are normal.

Independent Samples Test												
			Levene's Test for Equality of Variances	Test for Equality of Means	t-test for Equality of Means							
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Difference	Lower	Upper
Score	Equal variances assumed		5.616	.021	2.279	57	.026	4.248	1.864	.516	7.981	
	Equal variances not assumed				2.296	49.321	.026	4.248	1.850	.531	7.966	

The table illustrates the analysis of post-test data from the experimental class that was taught using guessing game and board game as a learning media and the control class that was taught using conventional teaching. The independent sample t-test was used by the researcher to complete the analysis. The significance value of equal variances assumed is 0.000 based on the test score. It means that the significance score is less than $\alpha = 0,05$ ($0.026 < 0.05$). The results of the independent sample t-test can be used to reach the conclusion that (H0) "There is No. significance effect on students' speaking performance who are taught by using guessing game and board game" is rejected and (H1) "There is a significance effect on students' speaking performance who are taught by using guessing game and board game" is accepted. At the result of this chapter, there is significance effect in the student's speaking ability between the two classes.

From the calculation analysis using SPSS 25 version, the researcher conclude from the result of independent sample t-test present in this study, there is an effect in students speaking skill by using guessing game and board game as learning media in teaching speaking. It means that in this study there is significant positive impact on the use of guessing game and board game as learning media for students speaking ability before and after the implementation. So, the study proves that it has been stated that the using guessing game and board game as learning media is effective way to improve the students speaking performance for seventh grade students of MTsN 8 Madiun.

4. CONCLUSION

Based on the data and results presented in the previous chapter, the researcher concluded that Guessing Game and board Game in teaching speaking can influence students' speaking performance because guessing game and board game can be the effective media to increase students' interest, make the learning fun, and allow students not to feel shy or timid anymore in expressing their ideas. Moreover, guessing game and board game provided the situation in which the students can learn while simultaneously practice their speaking during the game. It can be seen from the score of pre-test and post-test data that show the increase score between experimental class and control class. The score of pre-test of control class was 58.72 and the post-test was 73.55 with an increase of 14.83 point. Besides, the pre-test score of experimental class was 54.07 and the post-test was 77.80 with an increase of 23.73 point, which means that there are significant effect on students' speaking performance of students MTsN 8

Madiun. There is significant difference between students ability before and after being given treatment. Therefore, the hypothesis H0 not accepted and automatically the H1 hypothesis is accepted, it can be concluded that using Guessing Game and Board Game has an effect on student's speaking performance in teaching seventh grade of MTsN 8 Madiun.

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