THE EFFECTIVENESS OF GUESSING WORD IN TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS OF MTS NURUSSALAM OKU TIMUR

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ABSTRACT: This study was conducted to find out whether or not it was effective to use guessing words in teacing speaking to the eighth grade students of MTs Nurussalam OKU Timur. Pre experimental was used in this study, with 33 students chosen as the sample by using convenience sampling. The data obtained were statistically analyzed by using t-test. The result of the pair sample t-test showed that the value of t-obtained was 4.635, where the critical value was 2.035 at the significant level $\alpha = 0.05$ and degree of freedom was 32. Since the t-obtained was higher than the critical value, the null hypothesis (Ho) was rejected and alternative hypothesis was accepted. It could be concluded that it was effective to use guessing words in teaching speaking to the eight grade students of MTs Nurussalam OKU Timur. This is also implies the guessing words game expected to enhance students' motivation and interesting in learning activities, so they can improve their speaking achievement.

Keywords: *Teaching, Speaking, and Guessing Words.*

EFEKTIFITAS TEBAK KATA DALAM PENGAJARAN BERBICARA TERHADAP SISWA KELAS VIII DI MTS NURUSSALAM OKU TIMUR

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INTRODUCTION

One of the skills that have to be mastered by the students in learning English is speaking. According to Harmer (2007), "Speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being" (p. 13). In addition, Brown (2001, p. 267) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Furthermore, Bahadorfar and Omidvar (2014, p. 10) noted, "The mastery of speaking skills in English is a priority for many second language or foreign language learners." From the previous definitions it can be concluded that speaking is about expressing ideas or opinions expressed through words or sounds of articulation in order to have interaction and persuade each other's. In a process of learning, speaking is very important, it is used to communicate in the classroom and outside of the classroom. The students must practice speaking English especially in order to be fluent.

In several Asian countries which English is taught as a foreign language such as South Korea, Japan, Thailand and some other countries in the Middle East, learners' behavior in the classroom situation seems not working. The East Asian Learner Journal (as cited in Dewi R, Kultsum U, & Armadi A, 2017, p. 63) stated that learners in Asia are often afraid of making mistakes and being ridiculed in front of their classmates. Besides that, they may also respond in short phrases because they may not feel confident or because they are too shy to speak it out. In addition, young learners of English may also giggle when they are embarrassed or when they are unable to understand the lesson.

The problems above appropriate with the researchers' observation at MTs Nurussalam OKU Timur, the researcher found that many students had problems coming from themselves in order to practice their speaking ability such as worried of making mistakes, less confident, and limited vocabulary. A teacher of English at MTs Nurussalam OKU Timur also explained that even the students understand the grammar as well, and the theory how to speak fluently they still faced many troubles in practicing for their speaking ability. That is why many teachers are looking for new methods in teaching speaking, so the students will not feel

bored. One way is the use of the game in teaching.

Games are supposed to be good activities to solve the students' speaking problem. According to Haldfield (2005, p. 67), "a game is an enjoyable activity with a set or terms against each other". Furthermore, Ibrahim (2017, p. 147) noted, "the teachers strongly agreed that language games are important to be used by the teachers because they positively influence the teacher-student relationship and help the teacher to produce contexts in which the language is helpful and meaningful."

Those indicate that game has positive outcome in a process of learning. It also has benefit to construct cooperative activities involving communicative interaction which provides many opportunities for cooperative relationship.

Based on those problems, using games in learning process make students more relaxed and easier in understanding the lesson. Referring on this reason, the researcher focused on using guessing words to help the students in improving their speaking ability. There were two previous studies taken from journals. The first study was written by Liu Na on 1985 which entitled *Factors Affecting Guessing Vocabulary in Context*, the result of the study stated that it seems that learning the word guessing skill is best done by the class as a whole rather than individually. At first learners should work on verbs and nouns with plenty of understand able context. Second study entitled *Guessing Word Meaning from Context Has Its Limit: Why?* was written by Ahmad Azman Mokhtar on 2012, the result of the study stated that though guessing strategy was preferred by the students as their vocabulary learning strategy, it does not help them in improving their passive and controlled active vocabulary knowledge. Based on those studies researches needed to do on *The Effectiveness of Guessing Word in Teaching Speaking to the Eighth Grade Students of MTs Nurussalam OKU Timur.*

METHODOLOGY

There are several forms of experimental design that can be used in conducting the research, one of them is pre-experimental design. According to Sugiyono (2010, p. 107), "this design is called as pre-experimental design because it is not a real experiment, because there is another variable that influence the formulation of dependent

variable". Pre-experimental design was administrated one group of students. It means that this study does not compare two different groups. The method was implemented in the form of actual teaching process to the sample students. There are three types of pre-experimental designs, and in this research the researcher applied the one group, pre-test-post-test design.

According to Arikunto (2010, p. 173), "population is a set (or collection) of all elements processing one or more attributes of interest". The population of this research was eighth grade students of MTs Nurussalam OKU Timur. There were four classes for eighth grade students, the total number of the students are 137 students. The researcher chose the eighth grade students because of the recommendation (the teacher of English). She said that this research appropriate with the material that eighth grade students learned at the first semester.

Table 1. The Population of Research
Source: MTs Nurussalam OKU Timur

No	Class	Number of Students
1.	VIII-B	32 students
2.	VIII-C	33 students
3.	VIII-D	36 students
4.	VIII-E	36 students
5.	**Total**	**137 students**

Sample is part of representative of the whole population of the investigation (Arikunto, 2010, p. 174). The sample of this research was a part of eighth grade students of MTs Nurussalam OKU Timur. For choosing the sample, the researcher used convenience sampling because it is a group of individuals that is conveniently available to be studied.

FINDING AND DISCUSSION

Based on the statistics of paired sample t-test, the mean or average of pre-test was 50.87, standard deviation of pre-test was 16.556, standard error mean of pre-test was 2.882 and the mean of post-test was 64.66, standard deviation was 14.662 and standard error mean of post-test was 2.552. Then, the differences between the mean of the post-test showed that there was a significant improvement in students score before   and after the treatment.

Table 2. Statistical Analysis Pre-Test and Post-Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 pretest posttest	-13.787	17.087	2.974	-19.846	-7.728	4.635	32	.000

The result of the pair sample t-test showed in table 2 that the value of t-obtained was 4.635 at the significant level α = 0.05 and degree of freedom was 32 and t-table was 2.035, with mean paired differences was -13.787.

This study was concluded that using guessing words game in teaching speaking means the instruction to improve students' achievement and results of speaking skill. Students were interested in learning and got more motivation. Therefore, guessing words game should be applied as designed activities in teaching speaking skills.

CONCLUSION

Based on the findings, the result of the students score in the pre-test and post-test using paired sample t-test was 4.635 was higher than the critical value 2.035, at the significant level α = 0.05 for two tailed test. Therefore, the null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted. It could be concluded that there is a significant difference between the students' speaking achievement who were taught by using guessing words game and students who were not.

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