

## The Developing a Guessing Game to Improve Speaking Skills for Grade 9<sup>th</sup> In Mts Al-Hidayah Sukonolo Bululawang

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### Abstrak

*This study aims to develop a guessing game in English to improve the speaking ability of grade 9 students at MTs Al-Hidayah Sukonolo. This product was developed as a fun learning media for students, so that students can enjoy speaking English, researchers took this product because according to the results of observations and suggestions from the subject teacher concerned. Students also lack confidence when speaking. They are afraid of making grammatical or pronunciation mistakes. The purpose of this study is to improve students. Ability to speak English, with this product students will be trained to be confident in pronouncing words in English based on research and development Borg and Gall. Qualitative data analysis procedure in form of data collection is done by means, of observation, reduction and categorization of data, data appearance a conclusion. Quantitative data analysis was carried out by collecting data from questioner assessment, the second questioner for the validator is material experts, media experts and response questioner given to teacher and students. seeing from questioner and research that has been done that this guessing game product has a score of 61-80% in the sense of good. So, it can be used easily and interestingly for pupils studying English, particularly with regard to their speaking abilities. At the development stage, researchers conducted validation to test the feasibility of the guessing game product. The validation was carried out by two specialists, namely media experts and learning experts. The validation score computation's findings indicate that the final average score, which is 91,07 with extremely valid. Based on the results of the questionnaire analysis that was filled in by students, the final average result was 75,00%. These results indicate the qualification of "WELL" according to the interval scale of 61% - 80%. So, guessing product can be categorized as interesting, useful, and easy-to used.*

**Keywords:** *Guessing Game, Speaking Skills, Qualitative Research, Quantitative Research*

### 1. INTRODUCTION

English is very important. In Indonesia, English is the primary foreign language taught in schools. There are four learning English requires mastery of following language skills: speaking, writing listening and reading. Speaking is an oral communication that takes place directly between two or more persons with the intention of expressing ideas, thoughts, opinions and reactions. Speaking is taught to pupils since it is one of the fundamental English language skills. Speaking well allows people to construct sentences for genuine conversations: in other words, they genuinely enjoy using language to communicate in order to achieve particular goals (Leong et al, 2017). Speaking is an oral communication that takes place directly between to or more persons with the intention of expressing ideas, thoughts, opinions and reactions

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(Farianto & Harmaini, n.d.). all human has the ability to speak. Teaching speaking has the purpose of prepare students to communicate effectively in everyday situations. (Nuraen & Karyati, 2018). Information transmissions is speaking's primary goals in a way to listeners. According to (Kramsch, 2014) speaking defined as speech or utterances made with the objective of getting to know someone, and the recipient interprets the expression to determine the sender's intentions.

The statement was written by (Zaim, 2017) help enhance the learning process by decomposing the procedure into manageable parts that include comprehensive instructions for carrying out student. In addition to the learning approach, the problem itself has a significant impact on problem solving abilities. Realistic problems are those that are connected to the circumstance or the real world that students are familiar with, allowing them to visualize the problem in their minds in a concrete way (Dwijayani, 2019). According to (Pantrisia Surtika Sari et al., 2022), students frequently feel that English is not their primary language, which makes them lethargic when it comes to studying when teaching junior high school English, a teacher should ideally take the learners' characteristic into account. In connection with learning English in junior high school, interesting learning media can make teaching and learning is fun and productive.

Based on the findings of the researcher's requirements analysis through field observations and needs analysis in the form of interviews with 9<sup>th</sup> grade teacher grade teachers at MTs Al-Hidayah Sukonolo Bululawang, the observation included that 1) students learn English only from worksheets. 2) they are less interested in learning English, they don't attention and look bored with the student worksheet. The goal of this study was to provide legitimate, useful, and efficient English learning resources. Learning is an activity aimed at acquiring knowledge, acquiring specific competencies, and shaping student attitudes. Successful behavior changes and student learning outcomes are indicators of learning (Educational Technology Program, Universitas Sebelas Maret, Indonesia, tp11010.yanuaridwi@gmail.com et al., 2019). One form or type of media that may be used by educators to spark pupils' curiosity in the material being taught is a game. According to (Nuraen & Karyati, 2018) the game can provide motivation for students to be more enthusiastic and happier during learning. The same statement from (Wahyuni, n.d.) guessing game selected as a media develop interesting guessing game to attract student' interest and improve their speaking skills through this guessing games.

In a previous study that related with this problem. Depend on article "The Use Of Guessing Game To Improve Student's Speaking Skill" that is written by Sri Wahyuni and Fitri Yulianti. This study aimed to find out wether the use of guessing game is effective. The sample of the study consist 27

students in one class. The game of guessing game method is a game where one has to guess something that is a given a clue, in the guessing game, players work in groups or alone to provide a response to a topic that has multiple keywords associated with it. The researcher further develops the game media guess the word from the vocabulary that is only written on the board, by the researcher is developed through a hat in front of which there is a place to store vocabulary made of plastic. The vocabulary that has been selected is then written on paper and put into the plastic. The guessing game is a task that requires communication between distinct parties in order to establish objectives (Nuraen & Karyat, 2018). Based on the above description, the purpose of this research is to describe the process and the result from the developing a guessing game to improve speaking skills for grade 9<sup>th</sup> at Mts Al-Hidayah Sukonolo Bululawang”.

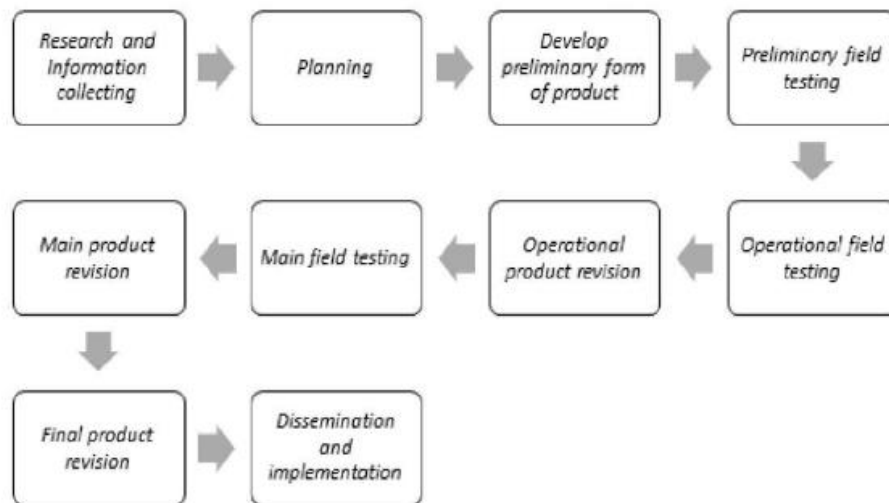
## 2. RESEARCH METHODOLOGY

The category of development and research (R&D) includes the study. As stated by Sugiyono, 2018 that development and research (R&D) is a research strategy for making and evaluating goods. In order for the goods to serve the larger community, this research will assess those needs and evaluate how well they perform. (Aka, 2019). The research and development approach were employed in this study to acquire results that were pertinent to the goals (R&D) by (Borg & Gall, 1983). The process of developing and testing goods that will eventually be used in education is known as research and development.

### Borg & Gall Development Methods

This development model uses a waterfall path at the development stage. Both benefits and drawbacks are associated with the Borg and Gall development approach. This model's strengths include its ability to generate products with high validation values and its promotion of ongoing product innovation. However, its drawback is that it takes a while to implement because the process is intricate and expensive (Assyauq, n.d.). There are 10 implementation steps in the Borg & Gall development paradigm, which results in relatively long sets: 1) planning, 2) data collecting and research, 3) creation of product draughts, 4) experiments in the field, 5) the first product's refinement; 6) a field trial; 7) the product's improvement based on field findings; 8) the refinement of the finished product, and a field implementation test 10) its distribution and application (Aka, 2019).

Figure 1.1. Borg & Gall Model



### Methodology for Gathering Data

1. In this investigation, a survey was employed as part of the survey technique to collect data for both the preliminary study and the final results. Written questionnaires were employed in the preliminary investigation. By distributing satisfaction questionnaires to research individuals, survey techniques were also used to collect data for the final results.
2. Unstructured interviewing methodology an interview is a data collection technique where the interviewer asks spoken questions and receives oral responses in order to obtain specific information (Moleong, 2002). Unstructured interviews were only done throughout the beginning stages of this investigation. In order to establish a cordial rapport with the respondents, the researcher used this strategy with the 20th graders at Mts Al Hidayah's 9th grade as well as the English teacher at Mts Al Hidayah Sukonolo. In march 2023 the researcher conducted school observations related to the problems that existed at MTs Al-Hidayah in improving their speaking skills.

### 3. Survey Questionnaire

Example of a questionnaire question:

- a. How important do you think learning English is?
- b. Is it necessary to speak English as well?
- c. Do you believe that every lesson should include a vocabulary list?
- d. Is it important to comprehend vocabulary before speaking?
- e. Do you think learning in groups is preferable?
- f. Do you feel that the speaking-focused teaching materials currently being used in English classes meet your needs?

### **Instrument Research**

#### **Observation Checklist**

Primary data refers to information that has not yet been published and is first hand and unaltered by anyone (Taherdoost, n.d.). the researcher made observations of teaching and learning activities at the school and knew the conditions in the school to analyze the needs and characteristics of students to be used as initial material in the development of learning media.

#### **Interview**

However, primary data collection may have trouble identifying terminology related to data collection, such as the purpose of data collection, what data should be collected, when to collect data, and the kind of data collection method. (Taherdoost, n.d.).in the researcher wishes to perform a preliminary study to identify issues that need to be investigated and respondents who are more in depth, they can utilize interviews as a data gathering approach. Interviews were conducted before the preparation of teaching materials to obtain information about the problems that occurred in the available teaching materials.

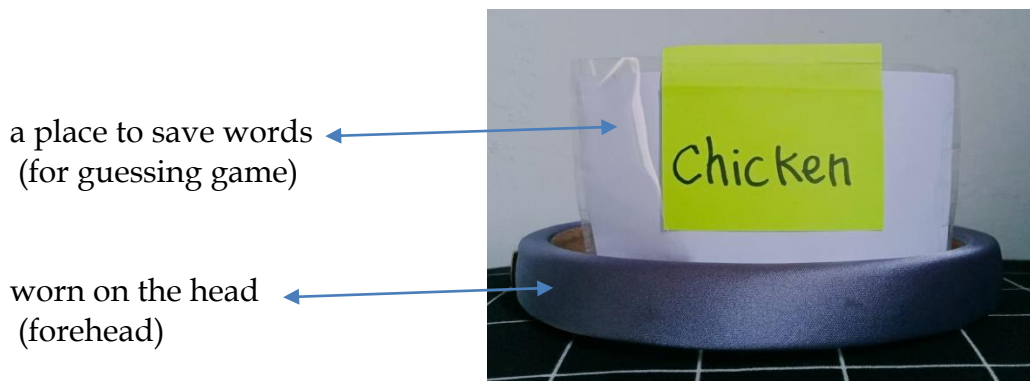
#### **Questionnaire**

Questionnaire is one of the tools used to collect data during this analysis phase. It is used to understand more about student profiles, target needs, and learning condition. The questionnaire used in the introduction of the study was "close".

### 3. RESULT AND DISCUSSION

The guessing game product that has been prepared headband, plastic and ribbon. The material design will provide specific topics according to speaking skills. Keywords are taken from the vocabulary material that has been studied (adverb, adjective and noun). The guessing game product made from a headband wrapped with ribbon. There is clear plastic to store the vocabulary in the guessing game. To change the vocabulary, simply pull the top side of the plastic.

Figure 3.1. Guessing Game Product



The completed module will be tested on 2 validators. One learning expert and media experts performed the validation. English professors carry out learning validation, whereas media lecturers handle media validation. The validation result is the average value of the two validations that have been carried out. The following is the final result of the guessing game product validation.

Table 3.1 Validation Results from Media Expert Lecturer

NO	GRADING ITEM	SCALE				NOTES
		1	2	3	4	
		TS	KS	S	SS	
1.	Effective and efficient in the development and application of educational materials				√	
2.	Size (size fit with p = 15 cm, l = 13,5 cm, t = 2 cm)				√	

3.	The visuals (colors, materials, and layout design) are appealing and well-done.				√	
4.	The educational materials utilized align with the current issues.				√	
5.	Reliable (The program can run well, does not hang easily, or crash during operation.				√	
6	Compatibility (learning media can be used in class or at home either with teacher assistance or not with teacher assistance)				√	

Table 3.2 Validation Results from English Teacher

NO	GRADING ITEMS	SCALE				NOTES
		1	2	3	4	
		TS	CS	S	SS	
1.	The English-speaking habits created in the use of guessing games use words that are often used in everyday life.				√	
2.	Speaking by repeating sentences in English is a basic level English mastery strategy			√		
3.	vocabulary for English habituation quite a lot			√		
4.	This guessing game comes with instructions for use, making it easier for students to use.				√	
5.	The guessing game is equipped with activities to improve students' speaking skills				√	
6.	English game learning media is English learning media needed by students				√	



7.	Guessing game is an interesting medium for learning English			√		
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Table 3.3 Validation Results

No	Validators	Score	Mean	Category
1	Media Expert	24	100	Very Valid
2	Learning Expert	23	82,14	Valid
Average Score			91,07	Very Valid

Based on the data above, it can be noticed that the final average is 91,07 in a very good classification. This finding indicate that the guessing game product can be used without revision. Depending on the demands and level of the students, guessing games can also be employed in the educational process in schools. The revised guessing game can be implemented in the learning process. Researcher held one meeting with a total of 2 hours of lessons (2 x 40 minutes). The findings of the questionnaire calculation analysis will show the outcomes of assessing how effective it is to use the guessing game product.

Table 3.4 Evaluation Results

NO	NAME	Answer Item								Σ	N	Score
		1	2	3	4	5	6	7	8			
1	Student a	3	2	4	4	2	3	2	3	23	32	71,88%
2	Student b	3	3	4	4	3	3	3	3	26	32	81,25%
3	Student c	2	2	4	4	3	3	3	4	25	32	78,13%
4	Student d	3	3	4	3	3	3	2	3	24	32	75,00%
5	Student e	3	4	3	3	3	3	3	4	26	32	81,25%
6	Student f	2	4	3	3	2	3	3	3	23	32	71,88%
7	Student g	2	3	3	3	3	3	3	3	23	32	71,88%
8	Student h	4	3	3	3	2	2	4	4	25	32	78,13%
9	Student i	3	3	2	3	3	2	4	4	24	32	75,00%
10	Student j	3	4	3	3	3	3	3	3	25	32	78,13%
11	Student k	3	4	3	2	2	3	3	3	23	32	71,88%
12	Student l	3	4	3	3	3	3	2	4	25	32	78,13%
13	Student m	3	3	3	3	3	2	3	3	23	32	71,88%



14	Student n	4	4	3	2	2	3	3	3	24	32	75,00%
15	Student o	3	3	2	3	3	2	3	4	23	32	71,88%
16	Student p	3	3	4	3	2	3	3	4	25	32	78,13%
17	Student q	3	3	3	3	2	3	4	4	25	32	78,13%
18	Student r	2	3	3	4	3	3	3	3	24	32	75,00%
19	Student s	3	2	2	4	3	2	2	3	21	32	65,62%
20	Student t	3	3	2	2	2	4	3	4	23	32	71,87%

From the data above it can be seen the results of students' interest in using child-friendly modules. Student responses are calculated in using the Likert formula as below:  $Formula = (I \times 100\%$  After getting the scores from each respondent, the researcher determines the average of all scores, using the following calc method:  $Rps\ Mean = Rps1 + Rps2 + Rps3 + \dots + Rpsn$ .

The average calculation is done through the Microsoft Excel 2019 application. The average score of the results of student respondents is = 75,00%. These results indicate the qualification of "well" according to the interval scale of 61% - 80%. So, guessing game can be categorized as interesting, useful, and easy-to-used. It falls into the category of learning materials worthy of being used in English teaching and learning activities at MTs Al-Hidayah. Based on the value interval of learning materials scale, which ranges from 61% to 90%. This is similar to earlier research that was also successful in gathering 82,9% of student response with the statement that creating engaging learning materials is very practicable to use. The guessing game selected as a media develop interesting guessing game to attract student' interest and improve their speaking skills through this guessing games (Wahyuni, n.d.). Based on this description, guessing game can be used regularly in learning English mainly to improve speaking skills at grade 9<sup>th</sup> MTs Al-Hidayah Sukonolo Bululawang. Therefore, the development of the guessing game is categorized as feasible for use.

## Discussion

Researchers used the Borg & Gall model. The first stage involves gathering data and conducting research to identify the issue, preliminary study, curriculum analysis. Furthermore, in the preliminary field testing, The twenty students' 9<sup>th</sup> grade Mts Al Hidayah (female 12 and male 8). After that main field testing is the twenty students' 9<sup>th</sup> grade Mts Al Hidayah (female 12 and male 8). Then operational field testing, Content validation the content validation here focused on the whole of the content which probably needs to be reduced or improved in the product. The expert was Mrs. Anis Hidayah, S.pd. Media validation the media validation focused to find out whether the media is appropriate with the students' needs or not. The expert was Mr. Rochmatul Ulum, M.Pd.

Then dissemination and implementation, following development, the materials will be assessed by specialist. Through this process, it will be known whether the teaching materials are appropriate or not. Procedures for guessing the

game is as follows: That guessing game product has been prepared headband, plastic and ribbon. The material design will provide specific topics according to speaking skills. Keywords are taken from the vocabulary material that has been studied (adverb, adjective and noun). The guessing game product made from a headband wrapped with ribbon. There is clear plastic to store the vocabulary in the guessing game. To change the vocabulary, simply pull the top side of the plastic. The results of this study will be used to explain some statistics regarding student responses and teacher assessment of the use of guessing game media. To explain and ascertain the steps involved in creating a guessing game to improve speaking skills for grade 9<sup>th</sup> MTs Al-Hidayah students.

Fluency, according to these students, is the capacity for interpersonal communication. In light of (Fisher & Frey, n.d.), speaking is the uniquely human act or method of using spoken words to share and exchange thoughts, emotions, and information. Effective communication is the aim of speaking skills instruction. They added that the tool made by researcher can improve students' speaking ability and confidence. (Ganna, n.d.) claimed that for thirteen exercise from her paper on teaching English as a second language (TESL) discussion, information gaps, and role playing have been recommended by multiple linguists. (Daulay & Asrul, 2021) Clearly stated, the fundamental idea behind the guessing game, one participant must guess something that another player is curious about. It implies that students can easily practice speaking and showing more excitement by playing guessing games. As a result, games can aid students in improving their achievement in learning English as well as in developing positive relationships with their friends. The validation can show the level of validity of learning media if it is used during the learning process (Iqbal et al., 2022). Based on the table3, it can be noticed that the final average is 91,07 with a very valid category

#### 4. CONCLUSION

In order to investigate the demands and challenges associated with learning English, the researcher observed and spoke with students in grade 9<sup>th</sup> at Mts Al-Hidayah. In order to comprehend English better, students seek to learn it. Fun educational materials may be able to help with the issues that arise. It is required of students to speak words more confidently and eloquently. It's also simple to learn new English words with this media. Design-wise, this medium takes the shape of a hat with a clear space for filling in the words used in guessing game. The stuff they are studying is procedure text, and that is where the jargon is taken from. The manila paper used in this module design is embellished with colored text. At the Development stage, researchers conducted validation to test the feasibility of the guessing game product. Two experts – media specialists and learning experts – performed the validation. The validation score computation yielded an eventual average score of 91,07, with a very valid category.

These finding allow the guessing game product to be used without modification. The researcher implemented their plan over the course of one meeting, totaling four instructional hours (2 x 40 minutes). The first part of the learning activities was to motivate students to learn English by asking thought-provoking questions. The students were then asked to list English words they were already familiar with by the researcher. Subsequently, the pupils were asked to look around them and identify the terms in English. For the subsequent task, pupils were split up into four groups, with five people in each group. Students completed evaluation questionnaires that had been distributed. 75,00% was the outcome of the questionnaire analysis. Based on an interval scale of 61% to 80%, the score demonstrates the qualification of "GOOD". In order for guessing games to be labelled as engaging, practical, and simple-to-use learning media.

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### AUTHOR CONTRIBUTION STATEMENT

RYL as the main writer is in charge of writing manuscripts and carrying out research including collecting data. SR as the second author is in charge of revising the material and theory used in the research manuscript. IAM as the third author is in charge of editing the manuscript so that the manuscript is ready for publication.

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