IMPLEMENTATION OF GUESSING GAME IN EFL CLASSROOM

The study's goals are to 1) determine how guessing games help second-class students improve their English-speaking abilities. 2. To understand the challenges second-class students are having with improving their English-speaking abilities. To illustrate the evolution and challenges encountered in using guessing games, the researcher used descriptive methods and purposive sampling. The results showed that 6 (20%) of the 30 pupils were classed as having very good grades, 12 (40%) as having good grades, 9 (30%) as having average grades, 3 (10%) as having low grades, and none as having very poor grades. It demonstrated that they were very interested in integrating the teaching and learning of English language using a guessing game technique.

keyword: guessing games, English-speaking.

A. INTRODUCTION

English plays a significant role in the world nowadays in terms of engagement and communication due to globalization. Since English is an international language, the majority of nations use it for all aspects of daily life. English is currently regarded as a foreign language (EFL) in Indonesia. It has also been introduced to educational institutions, where it is taught as a required topic from junior high school through university.

For those learning English in both a native and foreign environment, speaking the language fluently has always been a top priority. Although it is possible to learn English without also learning how to communicate in it, the necessity of being able to speak English has made this ability essential in today's world. When attempts are made to deal with a particular communication skill, there have, nevertheless, consistently been more failures than successes in the English teaching community. Many students are familiar with the language, but only a small percentage of them are able to use it accurately, if not always appropriately, in regular social situations.

The goal of English instruction in SMP is to give students a basic awareness of how to comprehend any written or spoken allusions to English. Additionally, one of the goals of the new curriculum (Competence Based Curriculum / CBC) is to give students the ability to communicate in English as a target language while also developing other abilities. In order to increase English instruction at SMP, infrastructure including classrooms, language labs, and libraries should be made available. On the other hand, more qualified teachers are also needed to boost the level of education that is needed, particularly for the implementation of EFL teaching. The development of teachers' qualifications will be improved by sending them to any EFL upgrading. Role play, group discussions, simulation exercises in English, and other modern teaching strategies are being offered and adopted in order to grow instruction, particularly in speaking. Appropriate methods are required while teaching language to pupils in order to create a new environment for class engagement. On the other hand, by using various approaches, teachers can prevent pupils from becoming bored and instead engage them in the teaching and learning process. The English teacher needs to be knowledgeable of how to incorporate speaking activities in the classroom to help the students become proficient in the target language. In addition, Brown (1994) claims:

1) Techniques should address the full range of learner needs, from language-based accuracy to message-based interaction, meaning, and fluency; 2) technique use should also promote intrinsic motivation; 3) technique use should promote the use of real language in appropriate contexts.

Give children opportunities to initiate oral communication, capitalize on the natural connection between speaking and listening, provide appropriate feedback and correction, and support the development of

speaking strategies.

It can be expected that in order to inspire the students' motivation to master the talent of speaking, English teachers must be well-prepared before delivering the lesson through accompanied activities. As a result, communicative language instruction will operate more successfully and successfully.

According to Heaton (1980), being proficient in English is having the ability to express ideas clearly. In other words, the ability to talk appropriately and successfully in a real conversation in order to convey ideas to others, is what is meant by English proficiency.Speaking is regarded to be primarily an instrument act in another perspective. Speakers use their words to influence their audiences. Speakers choose and speak a statement they believe will have the desired effect at the beginning of the speech production process with the purpose of influencing the audience in a specific way. Numerous studies have been conducted that identify people's interest in and proficiency with English. Suyuti, et al. (1985) also discovered that pupils frequently do not actively use English in communication. It indicates that the students are not particularly motivated to speak. This situation unquestionably demonstrates how limited the employees' speaking abilities are.

According to Byrne (1986: 8), oral communication requires both productive and receptive abilities and is a two-way process between the speaker and listener (or listeners). The Oxford Advanced Learner's Dictionary defines speaking as "to express through aloud, using the voice," according to the Longman Dictionary of Contemporary English (1995: 1011). Speaking involves talking to someone about something, engaging in conversation with someone, and indicating one's role, position, or reason when expressing an opinion.

The Type of Speech

Speaking well is a useful talent. As a result, it comes after the receptive skills of hearing and reading comprehension in terms of activity. As a result, speaking and writing consistently lag behind receptive skills. Reading and writing, on the other hand, pertain to the language represented via the visual medium while speaking and listening relate to the language spoken through the aural medium.

According to Harmer (1983), when two people are conversing with one another, we can assume that they are engaging in communicative activity. This is in reference to the nature of speaking. According to Widdowson in Buhari (2004), a speaking act is frequently carried out during face-to-face interactions and occurs as a part of discourse or rather as a sort of verbal exchange. Therefore, how something is understood relies on what is expressed. He continues by saying that gestures, facial movements, and overall body movement can all help someone understand. These non-vocal speaking achievements are all communicated through the use of images.

According to Harmer (1983), when two people are conversing, we may be sure that they are generally indicating that a speaker has made a deliberate decision to address someone. We can still say that he wants to speak or has a tendency to speak even though it may be forced upon him or her in some ways; otherwise, he would remain silent. He is trying to communicate something, and speakers often say things in order to influence events. He chooses a language from his store. If the teacher is a native speaker, he has a limitless potential to produce new sentences.

main elements in evaluating speaking ability

When evaluating speaking ability, the following three key factors should be taken into account:
a. The exceedingly complex concept of fluency relates to the smoothness of discourse continuation. Thus, it takes into account the relationships between sentences, the ways in which phrase patterns change the word order and omit structural elements, as well as some facets of discourse prosody.
b. The ability to recognize words and sentence structures is a key component of intelligence. As a result, it requires us to think about the phonetic nature of conversation in English, especially in light of its segmental (vowel and consonant) system.
d. Appropriateness is the ability of language to fit the circumstance. It also has to do with the vocabulary, idioms, and syntax used to convey informality.

Aspects of speaking ability and various speaking challenges

In order to foster effective communication and understanding, speakers must pay close attention to three essential aspects of speaking ability, especially for non-native speakers. According to Ur (1996), speaking and listening comprehension are the two hardest skills for English students to develop. These elements and a few challenges are succinctly defined as follows;

Pronunciation
The correct pronunciation may have received too much attention. Many pupils won't be able to produce the entire sound. They could become discouraged by repeated criticism, especially at first. Naturally, if they succeed in other areas, they may continue their language education

and work on their pronunciation. Certainly, first-language learners frequently approximate adult pronunciation in this way without receiving ongoing feedback from parents or teachers. Furthermore, communication does not require precise pronunciation of all consonants. It is pretty typical to get along well with someone who clearly has an accent. Instead of aiming for a native accent, the objective should be the ability to communicate effectively with a native. Students who have the ability to speak with a near-native accent should seize the chance without delay, and those who don't should be encouraged to pick up the language.

Vocabulary Obviously, receptive skills are used to learn vocabulary. It is unreasonable to expect elementary school kids to create terms they haven't seen or heard. It is not advantageous to practice employing productive skills before they are present in the learner's active vocabulary. In terms of learning vocabulary, it is of little use to repeat words that students do not already know or understand.

Typically, vocabulary is studied through speech and stories. Despite the fact that the majority of authorities advise acquiring vocabulary in context, some authors now present words in lists. Typically, these terms are organized around a single theme or subject, and their main goal is to provide pupils the vocabulary they need to discuss certain parts of their daily lives. Without a doubt, language that is connected to the learners' personal experiences and that can be applied in a context of meaningful communication will be generalized faster, be more useful, and be retained longer.

Each language's vocabulary has a significant impact in overall proficiency. Someone who has a strong command of their language can use those words to communicate their desires. He speaks English well and has no trouble comprehending what others are saying.

Why is speaking challenging?
According to Nunan (1991: 47), the competence of one's interlocutor(s) determines how tough a task is. Both task-based process designers and researchers looking into task complexity must take the interlocutor effect into account.

Factors affecting speaking ability

The majority of people believe that, when compared to other English skills, speaking is the most challenging to master. The following is an attempt by the author to describe some aspects that affect speaking ability:

According to Motivation Ur (1996:120), motivation is high when speakers are ready to communicate because they wish to help the work at hand. While not all endeavors in the world require motivation, such as learning English, occasionally pupils are driven to speak. If the teacher makes an attempt to encourage students to speak, it shows that they are given special attention to developing their speaking skills. When Wilga (1981–1988) conducted his investigation, he found that students had the firm belief that "language" refers to "something spoken" when they began studying another language.

self assurance
One of the biggest challenges that students encounter when trying to demonstrate their proficiency in studying a foreign language is lack of confidence. conversing involves oral communication, thus having confidence when conversing with others is important. Many pupils lack confidence, which prevents them from speaking to others. This may have the effect of making English-speaking speakers feel uncomfortable. According to Awaluddin (2003:16), students immediately feel comfortable if they have self-confidence. As a result, the pupils will have the courage to interact with others at such time.

Several signs of speaking ability

Pronunciation
Students from Indonesia frequently find it challenging to comprehend what has been stated while hearing English spoken for the first time. Typically, he explains that it is too challenging to grasp English discourse. We have all experienced having significant difficulties understanding when listening to a foreign speaker of our language, according to Wilga M. Rivers in Sirajudin (2000: 15). His inability to express himself clearly is not due to a lack of vocabulary or understanding of language structure, but rather to the strangeness of the noises he makes and the predictable rise and fall in pitch of his voice.

Accuracy
According to Brown (1994:254), correctness is attained in part by letting students concentrate on the phonology, grammar, and discourse components of their spoken output. While accuracy is defined as the degree of correctness in the Oxford Dictionary (1991).

Fluency
According to Brown (1994:255), the greatest way to create fluency is to let the speech stream flow naturally until some of it veers off into unintelligible territory. Furthermore, Byrne (1986:9) claimed that oral fluency would be the primary focus of instruction for the role-producing skill of speaking. The ability to convey oneself clearly, rationally, accurately, and without hesitancy is what is meant by this. Without it, communication may fail because the listener loses interest or becomes irritated. You will need to move the pupils from the stage when they are mostly copying some sort of model or responding

to cues to the point where they can use the language freely to convey their own ideas in order to achieve this goal. The writer can infer from the aforementioned assertions that it could be best for the pupils to speak English whenever they are with a friend.

If the speaker communicates clearly and affectively, we can grasp what he is saying. It implies that speech must be carefully considered in order to understand someone's true intentions. The ability of the interlocutor to reply to the speaker's methods and then make a statement based on the speaker's statement can be used to measure fluency.

Technique of Speaking

If the population is not prepared for it, the typical "conversation lesson" is completely useless. Prior to using patterns, the participants must go through properly graded aural and oral exercises. They won't finally learn to speak until they do it this way. The individuals may also receive speaking instruction through oral writing activities that ask them to verbally recite a familiar English passage. People will practice repeating the essence of an argument at a far later stage. When he masters this skill, he will be able to engage in conversation about predetermined subjects that include abstract concepts. He will have gained confidence in his ability to communicate and will have made very few blunders by this point.

Speaking is regarded to be primarily an instrument act in another perspective. Speakers use their words to influence their audience. Speakers choose and utter a statement they believe will have the desired effect at the beginning of the speech production process with the purpose of influencing listeners in a specific way.

According to Byrne (1986:8), oral communication requires both productive and receptive abilities and is a two-way process between speakers and listeners (or listeners). Contemporary English Longman Dictionary (1995:1011) The Oxford Advanced Learner's Dictionary defines speaking as "expressing through aloud, using the voice; talk" (1995: 1140). Speaking involves talking to someone about something, engaging in conversation with someone, and indicating one's role, position, or reason when expressing an opinion.

Guessing Exercise

There are some worthwhile language games that might help teachers keep their pupils from getting tired of learning English. In addition, the activities could make learning fun for the pupils. Additionally, they can be useful for practicing in the classroom, particularly speaking. These are guessing games, tests, and questionnaires. According to Byrne (1986: 21), there are a few duties that teachers advise their students to perform during guessing games:

Name the object, correctly spell its name, discuss it, describe what they would do with it if they had it, create a sentence employing the object, and connect the object on the right to the object on the left.

In the meantime, questionnaires are made to imitate practical classroom conditions for the students.

1. **Characteristics of language games**

Terms like "play" and "game" can be found in pedagogical literature. Although these two terms are frequently used interchangeably, there are actually some key differences between them. The term "play" refers to an unscheduled, uninhibited activity that has only one goal: to make the participants feel happy and satisfied.

The "game" is a specific type of play with set guidelines. Games are interactions between people or groups that strive to achieve predetermined goals. The game's rules establish the strategies that will be employed to accomplish the goals. The phrase "didactic games" is used in literature to describe plays and games that are designed to educate people. "Language games" are a subset of didactic games. There are many different types of games that include using a foreign language to complete an objective. Language games can be unique from other teaching strategies. The atmosphere of the games is one of the most significant distinctions.

The absence of distress is a defining aspect of this environment. Language games are said to be enjoyable, as all elementary school activities should be. They cannot, however, just be enjoyable. Children should use games as a tool to help them achieve a language-related goal. Language games differ from other activities in the EFL classroom because they include clear rules that the students must follow, as well as a strategic component that requires the students to successfully use their language (and other) skills. (2005) (Lewis & Bedson).

According to Siek-Piskozub (1994: 17), various games enable players to engage in a variety of interactions. You can put these folks in a variety of circumstances. Players in a rivalry play have two options for competing: either as a single group against another player, or as separate groups competing against other teams. This type of game's objective is to solve the puzzle (in accordance with the provided guidelines). Players often try to accumulate the most points while avoiding penalties or disqualification. They also frequently take on the role of the activity's instructors. Participants utilize a variety of methods while playing: they interact with others, ask several questions, obey the rules of the game, and draw conclusions based on observations of their own and other people's linguistic behaviors. Participants in competition-based games intend to make accurate

statements. They create acceptable sentences as a result of their competition, but they also call attention to the accuracy of their rivals' assertions. Players can self-correct at higher levels, and one of them can take the game's leadership.

Cooperation is an additional method of organizing games. Children in this situation must cooperate to accomplish the task. Players have the option of working in pairs, small groups, switching groups mid-game, or a single large group. These tasks can be used to complete pictures or diagrams, recreate scenes or images, put conversation or story snippets in the right order, find people or objects that are hidden, and more. Players engage in negotiations, information exchange, instruction following, conclusion drawing, guessing, foreseeing, and estimating or judging of acts. They are driven by a lack of knowledge.

There are other pursuits that straddle the line between rivalry and cooperation. Depending on the type of activity, the teacher's role differs. The teacher can act as the game's leader or as an adjudicator in an event of conflict. The teacher oversees group and pair projects, manages behavior, or participates in the activity as a player.

You can use language games to present new content, to practice previously learned language items, to introduce or practice certain themes, or to relax or invigorate a class, according to Lewis and Bedson (2002: 6). Some are applicable to all of these. One can see that language games serve specific purposes if they are used at different points in the course.

Siek-Piskozub (1994: 20–4) differentiates a number of uses for language games in the educational process. The first is a task related to organization. It enables for the efficient arrangement of instructor and student time. Additionally, when students work in groups, they accept responsibility for their behavior, and (contrary to certain other teaching strategies) shy individuals try to participate in class activities. The second function has to do with how well it affects kids; they prefer to participate in more spontaneous activities than ones that require them to follow directions, repeat things, etc. Even worse, when they believe they can participate in class activities, kids are more motivated. But the opposite outcome may occur if you lose the game.

All players are engaged in games, which also help kids develop their verbal, intellectual, and other skills. Games serve a cognitive function in this instance. Games also have an educational component since they let teachers monitor student behavior, reject bad behavior (such cheating and ridicule), and set standards for acceptable conduct. Students have the opportunity to modify their views about other individuals because of their emotional connections to difficulties. It contributes to the development of a friendly, dependable, and rule-following atmosphere.

Games can be a wonderful aid in the learning process. However, they cannot always take the place of conventional methods of instruction. Depending on the learners' age, different conventional tactics and activities are used. Games can be the main educational tools for young learners. It must be highlighted that if games are to serve their intended purposes, they must be carefully selected, monitored, and incorporated into curricula.

2. Language game division

There are games available to practice all communication skills, including encouraging, criticizing, agreeing, and explaining, as well as all stages of the teaching/learning process (presentation, repetition, recombination, and free use of language). Wright, Betteridge, and Buckby (WB, 1996): 3–4.

Games are divided by Wright, Betteridge, and Buckby (1996) based on their overall spirit and character. They differentiate:

Picture games, in which the use of images plays a significant role, require players to compare and contrast images, think about how they relate to one another, and describe the main characteristics of each image.

Magic tricks are behaviors that draw attention and elicit comments, and there is often secret game language involved. Psychology games are a variety of games that may increase knowledge of how the human mind and senses function.

Games that demand and promote trust and interest in others, teach respect for and appreciation for individuals, are known as caring and sharing games.

A framework for learning to speak or write "at length" is provided by story games. Word games concentrate attention on the word (spelling, meaning), rather than the sentence. Memory games test the players' ability to recall information. Card and board games are adaptations of well-known card and board games. Sound games use sounds to give the listener an impression of people, places, and actions.

According to G. Lewis and G. Bedson (2002: 16–8), the divide is similar. They differentiate between: movement games, which require children to move around physically; card games, which require them to collect, distribute, sort, and count cards; cards may also represent things or actions in a game. board games, which all primarily require players to move pieces along a path.

Dice games involve using one or more dice; the faces of the dice can feature numbers, colors, or letters of the alphabet. Drawing games demand imagination and awareness to the outside environment; kids also need to be able to follow directions and explain their artwork. playing guessing games, where the objective is to make educated guesses about various questions.

singing and chanting games, which can range from directed theatre to unrehearsed speaking exercises depending on the language proficiency, participants' curiosities, and their degree of confidence.
team games, which can fall under various categories but also need for harmonious teamwork.
Word games are a great way to take advantage of children's love of language (Lewis, Bedson, 2002: 16–8).

RESULT AND DISCUSSION

It has been mentioned in the previous chapter that after tabulating and analyzing the score into percentage, then they were classified into 5 (Five) levels.

Table. 1. Rate percentage of developing English speaking skill using guessing game technique.

No	Classification	Score	Frequency	%
1	Very Good	9	6	20
2	Good	8	12	40
3	Average	7	9	30
4	Poor	6	3	10
5	Very Poor	5	0	0
	Total		30	100

The classification of the second grade students - score is presented in table 2. This table proved that 6 (20%) out of 30 students were in very good classification, 12 (40%) of them were in good classification, 9 (30%) of them in average classification, 3 (10%) of them were in poor classification and none of them were classified as very poor.

Table. 2. Rate percentage of the difficulties faced of using guessing game technique.

No	Classification	Score	Frequency	%
1	Very Good	9	4.5	15
2	Good	8	12	40
3	Average	7	10.5	35
4	Poor	6	1.5	5
5	Very Poor	5	1.5	5
	Total		30	100

The classification of the difficulties faced by the second grade students - score is presented in table 3. This table proved that 4.5 (15%) out of 30 students were in very good classification, 12 (40%) of them were in good classification, 10.5 (35%) of them in average classification, 1.5 (5%) of them were in poor classification and 1.5 (5%) of them were classified as very poor.

Table. 3. Students opinion toward the English

No	Opinion	Frequency	Percentage
1	Very difficult	3	10
2	Difficult	9	30
3	Fairly Difficult	12	40
4	Not Difficult	6	20
	Total	30	100

Table 3 above show that there were 3 (10%) out of 30 Students - said that English was very difficult. 9 (30%) out of 30 Students - said that English was difficult. 12 (40%) out of 30 Students - said that English was fairly difficult. 6 (20%) out of 30 Students - said that English was not difficult.

CONCLUSION

According to the data analysis results from the previous chapter, the researcher came to the conclusion that some students still struggle to improve their English speaking ability through guessing games. However, English is a language that up to 60% of the kids can speak. In conducting this study, the researcher identified a few issues that second grade pupils encounter when trying to speak English, including: (1) The students' continued fear of making mistakes when speaking in the target language. (2) The second-grade pupils' habitual behavior of remaining silent or refusing to speak up when they don't know the meaning of a word in the target language is still having an impact on them. (3) Second-grade children still had trouble expressing the thought in the target language. However, after receiving treatment through a guessing game, pupils in the second grade might increase their motivation to improve their English-speaking ability.

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