

USING GUESSING GAME IN TEACHING ENGLISH FOR YOUNG LEARNERS

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ABSTRACT

This research analyzed the use of "Guessing" games as a technique in teaching English speaking for young learners for Elementary students. The objectives of the study were to describe how the guessing game was applied in teaching speaking. In this study, the writer used Action Research and qualitative method with simple counting in presenting the data. To gather the data, the writer applied a classroom observation which was supported by questionnaires, tests, and field notes. The observation was conducted to the teaching of the fifth grade students of Fajar Siddiq, Palembang City. The writer concluded that there were some advantages of using the game of Guessing games such as enlarging knowledge, enriching vocabulary, receiving and sending message, and also problem solving. It is a simple interesting game and can motivate the students' speaking habit to communicate in English with each other. The disadvantage was it could waste the time if the teacher could not use the time effectively and efficiently. Finally, the writer suggested that the teacher should apply interesting techniques or methods in her/his teaching. He/she also can apply the game of Guessing Game as a technique in teaching speaking or oral test for Elementary students.

ABSTRAK

Penelitian ini menganalisis penggunaan permainan "Menebak" sebagai teknik dalam pengajaran berbicara bahasa Inggris untuk pembelajar muda untuk siswa Sekolah Dasar. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana permainan tebak-tebakan diterapkan dalam pengajaran berbicara. Dalam penelitian ini, penulis menggunakan Penelitian Tindakan Kelas dan metode kualitatif dengan penghitungan sederhana dalam menyajikan data. Untuk mengumpulkan data, penulis menggunakan observasi kelas yang didukung dengan angket, tes, dan catatan lapangan. Observasi dilakukan pada pembelajaran siswa kelas V Fajar Siddiq Kota Palembang. Penulis menyimpulkan bahwa ada beberapa keuntungan menggunakan permainan Menebak seperti memperluas pengetahuan, memperkaya kosa kata, menerima dan mengirim pesan, serta pemecahan masalah. Ini adalah permainan sederhana yang menarik dan dapat memotivasi kebiasaan berbicara siswa untuk berkomunikasi dalam bahasa Inggris satu sama lain. Kerugiannya adalah dapat membuang-buang waktu jika guru tidak dapat menggunakan waktu secara efektif dan efisien. Terakhir, penulis menyarankan agar guru menerapkan teknik atau metode yang menarik dalam pengajarannya. Ia juga dapat menerapkan permainan Permainan Menebak sebagai teknik dalam pengajaran berbicara atau tes lisan untuk siswa Sekolah Dasar.

Introduction

The ability to speak English is a basic ability that a person needs in the era of globalization related to knowledge and mastery of science and technology. This makes English something important for students to master from the start. In this case, English learning is directed at empathy skills in English, including: listening, speaking, reading and writing skills. Currently, in elementary schools, English lessons are still taught inclusively in one unified theme and then directly teach these 4 skills, so that knowing the mastery of these skills can be seen as a result of students' learning in English lessons.

Brown (1994: 89) said that learning is often considered as a translation of the term "instructional" which is the process of interaction between students and educators and learning resources in a learning environment. Learning is described by Gagne and Briggs in Brown, as a person's effort whose goal is to help people learn. Therefore, there are five assumptions that support learning, namely (1) learning must be planned to facilitate student learning, (2) both short and long-term phases are included in the learning design, (3) learning planning should not be haphazard and not merely providing a nurturing environment, (4) learning efforts must be designed with a systems approach, and (5) learning must be developed based on knowledge of how people learn.

In another part, Uno (2007:54) states that learning can be interpreted as a process of interaction between learning participants and teachers/instructors and/or learning resources in a learning environment to achieve certain learning goals. Here it can be seen that learning is a process of interaction between students and their environment so that it becomes a change in behavior for the better. In the learning process, the main principle is the process of involving all or most of the student's potential and its meaning for themselves and their lives now and in the future.

Furthermore, Gagne and Briggs in Brown (1994: 9-10) explain that there are several characteristics of learning, namely (1) attracting attention so that students are ready to accept the lesson, (2) informing them of the purpose of the lesson, (3) stimulating the emergence of memories of previous teachings, (4) presentation of teaching materials and learning aids (5) providing learning guidance, (6) generating performance in learning, (7) providing feedback, (8) assessing performance, and (9) strengthening retention and transfer Study.

English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from 'second language'. A foreign language is a language that is not used as a means of communication in the particular country where the language is taught. Meanwhile, a second language is a language that is not the main language but is one of the languages commonly used in a country. Meanwhile, foreign languages are usually taught as one of the subjects in school with the aim of basic communication and mastering 4 language skills (listening, reading, writing, speaking) in that language within certain limits.

Meanwhile, Hapsari (2012) stated that English language teaching in Indonesia for elementary school students is based on Minister of Education and Culture Decree No. 060/U/1993 dated 25 February regarding the possibility of English language programs as local elementary school content subjects, and can be started in grade 4 of elementary school (Ministry of National

Education). This policy was taken because of the need to participate in the era of globalization. In its development, English, which was originally an optional local content subject, has become a mandatory local content subject in several areas.

The objective of teaching English in Elementary School is that the students have ability as the following:

1. To develop their communication competence orally in language accompanying action in school context.
2. To motivate students about the meaning and the importance of English in global community. (Depdiknas, 2006)

Learning a foreign language is different from learning the first language, even for children at the young end of our age range, because the young learners already learned the first language in their surroundings and it has different patterns within foreign language.

In addition to developing a lifelong ability to communicate with more people in foreign language, children may derive some advantages in learning a foreign language. According to <http://www.kidsource.com> there are some advantages for children in learning a foreign language early:

1. Children are more creative and better solving complex problems.
2. Children are more likely to have native-like pronunciation.
3. Children are improving their skills in global communication.

English learning for young children (students in elementary school) is very different from that for adults. Mulyati said that children's world is a world of play, they prefer to learn while playing. Children have a different level of concentration from adult students, where they very easily lose their interest and motivation. They will be more active when learning activities are carried out in a fun way and are not focused on one static activity (Anggarini, 2019). Early learners are categorized as children aged 0 years to 8 years, characters like elementary school age children. The point is they still like to learn while playing. Learning while playing has many effects on children, starting from cognitive, social, emotional and physical development effects (Mulyati, 2019). Choosing fun learning activities is the right solution for early childhood, where learning activities must be fun for students.

There are many the practice teaching books giving alternative activities teaching a foreign language for young learners such as by using picture, role-play, crossword puzzle, games, etc. Some of games usually used are the example of communicative games-“games which are designed to provoke communication between students frequently depend on information gap” (Harmer 2001:272). It is also encourage the students to cooperate with their partner.

Based on the consideration above, the writer chooses a communicative game as teaching technique to teach a foreign language for young learners entitled “guessing games” as a teaching technique to teach a foreign language for children based on the following considerations: (1) The game is simple and exciting. (2) Making teaching and learning process more fun. (3) Basically, children mostly like playing games. (4) Naturally, children like ask questions all the time.

Method

The writer used action research as a method to get data in this study. Action research is a form of applied research that helps teachers change practices in teaching and learning where they act themselves as the researchers (<http://www.nald.ca/CLR/action/p4.htm>). Kemmis (1990) as cited by Mill (2000) describes the process of action research in the series of cycling activity that consist of planning, acting, observing, and reflecting.

The observation the writer held in MI Fajar Siddiq , which is located at Jl. Syayakirti Rt. 35 Rw. 08, Karang Anyar, Palembang City The English learning and teaching process in that school always do in Tuesday for the students in grade 4, 5, and 6 and Saturday for the students in grade 1, 2, and 3. The class that used as an object of observation is the Fifth grade class.

The writer chose the fifth grade students because they had been learned English for two year since fourth grade. The Population of class is 25 students and the writer took the sample all of the population.

The action research proposed in two cycles, each cycle consists of four steps. Those were as follows:

1. Cycle 1

The objective of cycle 1 is to know how far the students use their speaking skill. Cycle 1 consists of four steps as follows:

- (1) Planning In order to get optimal result, the writer made a plan that involves:
 - a) Finding an institution to do a research.
 - b) Conducting preliminary observation in the class that investigated
- (2) Action
The writer divided the class into two groups; each group consists of ten or more students. The steps were as follows:
 - a) Providing tape recorder to record the voice and situation of the class.
 - b) Explaining about the game and its rules.
 - c) Providing an object of guessing
- (3) Observing
The writer observed the situations and the result of their action.
- (4) Reflecting
The weaknesses were happen in their action will be analyzed by using descriptive approach, and it used as considerations to decide further steps in cycle 2.

2. Cycle 2

The activities in this step actually similar to in Cycle 1, but those were some developmental activities in order to improve the students' ability in speaking. The purposes of Cycle 2 were as follows:

- (1) To overcome weaknesses in Cycle 1.

- (2) To give more opportunities for the students to practice their ability in speaking.
- (3) To encourage them to be more active.

The steps in this cycle were as the following:

- a) Planning In this step, the writer did as the following:
 - 1) Preparing pictures as an object of guessing.
 - 2) Preparing a list of questions to help students in asking question.
 - 3) Preparing checklists to observe the game.
 - 4) Preparing tape recorder to record the voice and the situation of the class.
 - 5) Preparing a questionnaire that will be divided to students after the last game.
- b) Action
The procedures in this action were:
 - 1) Dividing the class into two groups, with ten or more students in each group.
 - 2) Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that the teacher will give their selected teammate a secret object that can be anything.
 - 3) This person can say only two words YES or NO.
 - 4) Each member of team will rotate ask question to their teammate who is standing at the front of the classroom. They will continue to ask questions until the last member of that team. After that, they must guess their respective object. If it's true they get the score, but if it's wrong the other team has a chance to guess.
- c) Observing
In this step, the writer ordered a questionnaire to find out the difficulties that may be faced by the students, and their causes. The writer also wanted to know whether the teacher's technique in conducting the game is acceptable and easily understood by the students or not
- d) Reflecting
In this step, the writer compared the students' ability in asking question skill between Cycle 1 and Cycle 2. Furthermore, simple counting the writer did to find out the percentages of problems or difficulties that may be faced by the students in doing the game through the questionnaire given and checklist in observation.

The writer used questionnaire, observation checklist, and test in that study. The questionnaire gave in the end of the study. The observation checklists used to monitor the activities during the game. It used to decide what kind of reflection 30 made for the next action. The pre test presented before the game facilitated with a list of question and pictures and the post test presented in the end of the study.

In that study, the writer used four instruments in order to get the data needed. The instruments in this study are used to measure the achievement in English asking questions skills.

1. Observations, Check listing of note and Recording

The first instrument in getting data was through observation and recording. The observation checklist used to monitor the students and the teacher's activities during the game.

2. Questionnaire

The second instrument was distributing questionnaire. The writer distributed the questionnaire to the students to fill in. The purposes of this questionnaire were to find out the difficulties that may be faced by the students in doing the game and used to complete the data. Through questionnaire, the writer wanted to find out the students' difficulties and their causes. The writer also wanted to know whether the teacher's technique in conducting the game is acceptable and easily understood by the students or not.

3. Cue Cards (Pictures)

Pictures are selected in terms of authenticity, attractiveness, and appropriate to the students. The writer used animal cue card as an object of guessing. In the first cycle the writer chose four objects of animal (tiger, giraffe, elephant, and rabbit) and in the second cycle chose five objects of animal (elephant, giraffe, panda, kangaroo, and rabbit).

4. Test

The test is used to assess the students' skill in asking question and it conducted in each cycle. In cycle 1, the writer ordered the students to ask question as the pre-test. In cycle 2, the writer provided the game with picture and a list of questions. The post-test conducted in the end of study.

The writer analyzed the data both questionnaire and test through the steps providing by Mills (2000). To find out whether or not the students improve significantly in their asking question or speaking skill by using the guessing game, the mean of the score of the pre-test, the post-test, and the questionnaire are calculated by using the formula as the following.

$$P = \frac{\sum X}{\sum N} \times 100\%$$

Where;

P : The percentage

$\sum X$: The amount of students who got category.

$\sum N$: The amount of the students in the class.

Results and Discussion

A. The Analysis of the Cycle

1. The First Cycle

The research conducted in MI Fajar Siddiq Palembang City. The students had been studied English for two years. Before the writer did the game, she introduced herself and the game to students. She divided the class into two groups, with ten or more students in each group (because the class had 25 students, so one group had 12 members, and the other had 13 students).

Teacher told to each team that they must select a teammate to go to the front of the classroom and faced their team. She explained both teams that the teacher will give their selected

teammate a secret object that can be anything. In that cycle, they had to guess some object like tiger, giraffe, elephant, and rabbit. And the rules in that game were as the following:

- (1) This person can say only two words YES or NO.
- (2) Each member of team will rotate ask question to their team mate who is standing at the front of the classroom. They will continue to ask questions until the last member of that team. After that, they must guess their respective object. If it's true they get the score, but if it's wrong the other team has a chance to guess.

Actually they could use English vocabulary and felt excited to conduct the game. But to ask question in English, they faced difficulties. So, in this cycle, when the writer tried to conduct the game they used Indonesia question to guess the object. The class divided into two groups, each group consisted of twelve or more students. The action in this cycle the writer did as the pre-test. The result of the pre-test as the following:

2. The Second Cycle

The writer observed that many of students faced difficulties in the first cycle. Some weaknesses that faced by them were:

- (1) They could not use their knowledge in vocabulary to ask question.
- (2) They still confuse what question they had to ask.

To help them the writer gave a list of question and used picture of animal as an object of guessing. This cycle did in three times activity, twice activity as treatment, the last study as the post-test and ordered the questionnaire. After they got the list of question, they felt more enthusiast and it became easier to them did the game. The writer gave them more vocabulary in order to use in this game. In this cycle, they had to guess five animal objects (elephant, giraffe, kangaroo, panda, and rabbit). After doing twice treatment the writer could see that the students' skill in asking English question had increased. And to prove it, the writer conducted the last activity as the post-test. The results of first treatment, second treatment, and also post-test were as the following:

B. The Analysis of Questionnaire

The writer ordered the questionnaire in the end of study after did the posttest. The questionnaire contained ten questions with two choices, "YES" or "NO". The questions were:

- (1) Do you face difficulties in doing this game?
There were 25 students that answered "NO". So, it could be certainly that 100% students did not get difficulties when they did this game.
- (2) Do you face difficulties when ask question in English
There were 7 students that answered "YES", and 18 students that answered "NO". So, 72 % students did not face difficulties when they asked questions in English.
- (3) Can your teacher's instruction be understood?
What they had to do based on teacher's command. There were 18 students or 72% students could understand their teacher's instruction.
- (4) Do you like English study?

- Only 3 students did not like English study, 88% students like English study.
- (5) Do you get some new vocabulary during this game?
92% students answered that they got new vocabulary during the game.
- (6) Do you enjoy this game?
In this game, only 2 students answered “NO”. It means that only 8% whose did not enjoy this game.
- (7) Do you feel challenged in this game?
There were 60 % students that feel challenged when ask questions in English and 40% students did not feel challenged.
- (8) Do you fell bored during this game?
76% students did not feel bored during the game. It means that only 6 students whose feel bored in that game.
- (9) Can you cooperate with your team-mates in doing this game?
In this category only 2 students whose could not cooperate with their team-mates.
- (10) Is it any difficulties beside the difficulties above (no 1, 2, and 3) that you faced during the game?
There were no difficulties that students face in the game. 25 students answered “NO” in this category.

After the writer analyzed the questionnaire, she knew that the students faced problem in asking questions in English. Actually, all students have learned English vocabulary, but they still confused to use it. So, in applying guessing games the writer hoped the students could use their knowledge to speak in English.

C. The Analysis of Field Notes

To asses the game, whether this game is acceptable or not, the writer used the criteria that recommended by Paul (2003: 66-67). The criteria were:

1. The Students' Involved

In these criteria, we could see that the students' involved got high score, why the writer gives this high score? Because as one of the example of communicative game, it designed to provoke communication between each teammate. It means, if one of students can not be involved or participate in this game, his/her team would face difficulty to guess the object. Based on the writer's observation, all students in that study could cooperate with their team-mates and the other team.

The game was clear to understand and use is based on the result of questionnaire (question No.3), pre-test, and post-test that had an increasing result. Based on the result of questionnaire (questionnaire No. 6 (92%) and 8 (76%)) and the writer's observation, we could see that the game keep the students' interest until finished. Because of that, the students looked more enjoy in doing it until the end.

The activity was stimulating visually, because it was the game that the students never knew before. If it was not stimulating visually, the students could not to conduct the game effectively.

In all categories above, the game could make the students be involved, and because this game was easy to use and stimulated visually it keep their interest until the end of game.

2. Are the Students Learning?

Actually, the students practice English enough. 64% or 16 students could practice their skill in asking question in English. The other students also could practice their skill but they mix English with Indonesian question. 60% students or 15 students felt challenged in doing the game. It based on the result of questionnaire that the writer ordered.

During they conducted the game, they learn new words and new pattern (questioning). It proved with the result of questionnaire that 92% students answered "YES" that they learn new vocabulary.

Based on the result above, this game introduced them new word, and made them practice and challenged in speaking English.

3. Are the Students Active?

Based on the observation that the writer had done, 80% or 20 students asked the genuine questions to guess the object.

The anticipation, reflecting and thinking in guessing that the students had done gave them a high score in those categories. They thought the question, cooperated in asking after that together they tried to find the answer.

With less explanation from their teacher, they could conduct the game. And by the teacher's guiding they learned new game, vocabulary, and also pattern.

At first, they felt confuse and strange in doing the game. But, after they tried to do that, they could understand and began to enjoy it. Only some students that until the end of study whose still confused to do their knowledge in vocabulary.

D. The Advantages and Disadvantages in Doing the Game

In doing this game, there are some advantages and disadvantages. Those are as the followings:

1. The Advantages

By doing this game or other game in teaching and learning process, both the students and teacher get some advantages like as follows:

- a. This game teaches us how to cooperate with each other. It means, if teacher conducts this game, the students can use their knowledge in English to communicate and cooperate with their team-mates.
- b. The communication and relation between teacher and students will be more intensive. Teacher should take a part actively in conducting this game, not just only as facilitator, but also as motivator, guider, and conductor.

- c. Playing games is fun, builds class unity, and teach concrete lessons. Guessing games teach communication skills between students to others. They practice sending and receiving messages, and also practice eye contact, focusing despite distractions, nonverbal communication, getting along with others, problem solving, and listening skills.
- d. The students can enrich their vocabulary and also stimulate their imagination in asking question and guessing.

2. The Disadvantages

Besides the advantages, this game also has the disadvantages. Those are as the followings:

- a. It needs the basic knowledge in questioning.
- b. Sometimes, if the teacher can not use the time effectively, this game can waste the time.

Most of all, this game is easy, simple, and interesting to use. The students get new game, new experience, and also new word by doing this game.

Conclusion

After the writer did the study, she found the data through test, questionnaire, and observation of the class. After doing all of those above, the writer made some notes during and after the study.

The following are as notes:

1. The students' ability in speaking skill especially in asking questions had increased after they did the game. It can be proved by looking the result of pre-test, the first treatment, the second treatment, and also the post-test.
2. By doing that game the students learned some new vocabulary.
3. That game encouraged the students to ask questions.

Declarations

I hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to us. I undertake to inform you of any change in these circumstances, including if an issue arises during the course of the meeting or work it (2024).

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