The Use of Digital Guessing Game to Improve Students' Speaking Ability

Ai Hayati
aihayati250579@gmail.com
English Education Program
Faculty of teacher Training and Education
Galuh University

Abstract

This study investigated the effects of Digital Guessing Games strategy on students" speaking ability of Islamic Senior High School students as well as to find out their perceptions of using it. In doing so, the subjects consisted of 44 students who were in tenth grade. Then they were divided into two equal experimental and control groups randomly (N=22). This study quantitative research method whereas pre-test and post-test were administrated to collect the data to find out the effect of implementing DGG on students' speaking ability and the questionnaire was given to collect the data of students' perception toward the use of DGG. The experimental group was taught by using DGG application, whereas the control group by using conventional guessing game. Analyzing the data through the independent sample t-test revealed the effectiveness of DGG application. The experimental group outperformed the control group of speaking narrative text. Furthermore, Islamic Senior High School students in Tasikmalaya had positive attitude toward utilization of DGG application.

Keywords: Digital Guessing Game, speaking skill, narrative text

Introduction

As the demands of 13th curriculum where students must be more active, creative, and have high order thinking competence and also technology has been used to both assist and enhance language learning. Teachers have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms to face the challenges of the revolutionary 4.0 era, including language learning. Patel (2014) cited in Yesilel (2016, p. 99). defined Technology-Enhanced Language Learning (TELL) as the study of applications of the technology in language teaching and learning. It refers to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method.

Meanwhile, Bennett and Brown (2000) as cited in Ahmadi (2018, p. 118) asserted that the use of computer technology lead to the improvement of

teachers' teaching and learners' learning in the classes. The use of computer technology helps teachers meet their learners" educational needs. The application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms.

Thus, it is important for the EFL learners to master English. Although it is a foreign language. Richards (2008) said that the mastery of speaking skills in English is a priority for many second-language or foreign language learners. It means, speaking is the essential aspect for the learners in learning a language. In the contrary, it's not easy to speak English fluently if it is not used in daily activities. Because English is a language consist of a set of signals by which we communicate and it is an abstraction based on the linguistic behaviour of its users. Todd (1991) cited in Klippel (1994, p.72). In contrary, based on what the writer has found at the school where the writer teaches and similar to some previous study conducted by Magfiroh et al. (2018), and Anggreyni (2014) , there are some students' language problems such as they cannot sustain spoken interaction beyond short segments; they have lack of vocabulary needed to talk about common utterances' they have lack of communication strategies; they speak slowly and take too long time to compose utterances; they cannot participate actively in conversation; they speak English unnaturally, with poor grammar, and poor pronunciation. In this case the teacher should be precise to decide the teaching technique

There are two core issues of the implication for teaching speaking that needs to be addressed in planning speaking activities for an English class; determining what kinds of speaking skills the class will focus on, and identifying teaching strategies to teach (Richard, 2008). Guessing game is a kind of a joyful and interesting game, which is almost loved by everyone. It can promote interactions among group of people. It is one of simple games which can be applied in the class involving all students. This is supported by many previous studies such as Maqfiroh, Fitriani, and Chairina (2018), Dewi, Kultsum, and Armadi (2017), Anggreyni (2014), Yusri (2013), and Virvou & Papadimitriou (2016). They had tried to conduct research by using guessing game technique to improve students" speaking competence successfully. It means that the technique is very useful for

teaching speaking and important for the English teachers to apply it in the speaking teaching and learning process.

Guessing game is a part of communicative language teaching approach (CLTA). It is best understood as an approach, not a method. It is based on the theory of the nature of language and of language learning and teaching. It is a system for the expression of meaning. Its primary function is for interaction and communication. So the goal of language learning and teaching is to develop communicative competence. The basic role of guessing games is very simple, one person knows something that another one wants to find out. The thing to be guessed can differ greatly from game to game. It can be a word, an object, an activity or many other things. Guessing games are useful in helping students practice logical thinking and asking questions (Zu, 2012).

The writer believes that one of the alternative strategies in teaching speaking is guessing game technique, in which the students are expected to be involved actively in speaking class activity. Guessing game technique is a simple game in which the participants compete individually or in the group to guess something. Furthermore, guessing game technique gave the students the chance to improve their speaking skill and give opportunities to each student in speaking during the time allocation.

Alves (2013) stated that the digital games were performed on a PDA – Personal Digital Assistant – with a free, open-source Linux operating system. This PDA uses an ARM 9 processor with low computational power as compared to modern tablets and smart phones. The free license for use and the possibility of redistribution and modification of the source code are advantages of using the Embedded Linux operating system as opposed to other operating systems. The games are accessed through a light touch on the icon directly on the touch screen.

According to Vygotsky (1984) as cited in Alves (2013, p. 38) games facilitate the development of language, thought, and attention. Playing games influences children's learning, it teaches them how to act in certain situations and stimulates their capacity for discernment and problem-solving. Based on previous statements the writer defines Digital Guessing Game as a technology application that assists learners in guessing to explore their ideas based on the materials which has appropriate connection with game by incorporating digital images, computer-generated texts, videos, music, and voice narration. It allows learners to construct

narrative or expository writing in a video format that plays on digital tools such as a computer or iPod. These are related to a digital storytelling definitions based on Hickman et al. (2004) cited in Hur and Suh (2012, p. 321) that is a technology application that assists learners in developing and sharing stories by incorporating digital images, computer-generated texts, videos, music, and voice narration It allows learners to construct narrative or expository writing in a video format that plays on digital tools such as a computer or

Klimova (2015) mentions that game is a natural means that can be utilized to deliver subjects to the learners, especially for young learners. Haldfield (1998) as cited in Maqfiroh et al. (2018, p. 93)also stated that: "Game has characteristics as an activity which consists of fun, rules, and goals". Thus He claimed that "There are several games that can be used to teach languages namely: (1) sorting, ordering, or arranging games, (2) information gap games, (3) guessing games, (4) search games, (5) matching games (6) labelling games, (7) exchanging games, (8) board games, and (9) role play games/dramas".

Then, games can initiate learners to be creative and spontaneous in using a language. In addition, games can provide a relaxing atmosphere in a language class. The most important benefit of language games is they can minimalize students' anxiety to speak and use the language in front of their teacher and other students.

Guessing Game (GG) is one of the techniques that can be utilized for English teaching purpose. The process, among others are to help students easier in understanding the materials are several advantages of using GG in the teaching learning taught and practicing speaking in communication (Amato, 1998, cited in Maqfiroh et al, 2018, p. 92).

However, the writer realized about the challenge of the industrial revolution 4.0 era that everything must be all digital and it is coherent to the demands of 13th curriculum. the writer assumes that it is better if guessing game technique is modified digitally in improving students' speaking narrative ability. The writer convinced that English has to be used in communication especially in the class especially in English learning and teaching process. The teachers should be more precise to decide teaching model and method, to make serious effort to improve students' speaking ability so that the teachers could persuade them, encourage them, motivate them to be more interested to his or her subject and precise to

think what are the ways to involve whole students in communicative English classroom.

Therefore, the writer tried to conduct the study about digital guessing game technique and attempt to find out the effectiveness of the technique in improving students' speaking ability at the tenth grade of an Islamic Senior High School in Tasikmalaya. The focused of this research was to talk about narrative.

Narrative text is a genre learned by the eighth and ninth grade at junior high school. According to Cavanagh (1998) narrative text is a text that can entertain, and deal with actual or vicarious experiences in different ways. Narrative text relates a series of logically, and chronologically related events that are caused or experienced by factors. Hence, there are keys to comprehending a narrative such a sense of plot, theme, characters, events, and on how they relate.

In addition, narrative text is a text which focuses on explaining the character on the story and entertaining the reader. As stated also by Dara (2006) cited in Birjandi and Malmir (2011, p. 10) "narrative text is a fictional text that aims to entertain the readers such as legends, myths, fairy tales, science fictions, roman novels and historical fiction". Generally, narrative text uses past tense to tell the story. Hence, narrative text is a text used to entertain the readers examples fiction, fable, legend and another story which is it not based on the reality of the life.

Based on the explanation above, the present research was conducted to find out the effectiveness of DGG technique in improving students" speaking ability and the students" perception towards the application of it. Two research questions are formulated as follow Is DGG technique effective to improve students' speaking ability? And How is the students' perception towards the application of DGG strategy?

Methodology

The research used quantitative method data collection (Crewell, 2012). For answering the first research question, the writer used Quasi Experimental Research design to know whether there is a significant difference in students" speaking ability between students who were taught by mean of DGG technique and those who were not. In fact, testing an alternative hypothesis (H$_1$) is required to prove this study. Furthermore in order to answer the second research question the writer applied a close- ended questionnaire to to reveal the students' perceptions about DGG Technique in improving their speaking competence.

This research was conducted at an Islamic Senior High School in Tasikmalaya. The population of this research was all students of tenth grade in Islamic Senior High School (MA) Cikasungka in academic year 2019/2020 which consisted of 44 students. The sampling technique of this study was simple random sampling. The total number of sample was 44 students. They were divided into two clasess XA and XB. All of them were grouped as experimental and a control group.

The quantitative data of this experimental research were obtained from the result of pre-test and post-test from both of experimental and control group in the form of narrative oral test by using extensive speaking assessment scoring. Meanwhile, the close-ended questionnaire used for getting the data of students' perceptions were analyzed by using descriptive statistics analysis. The questionnaire was adopted from the previous study with the title "Improving the speaking skills through guessing games of the seventh grade students of SMP Muhammadiyah 1Seyegan Yogyakarta In The Academic Year Of 2012/2013 by Fitriana (2012).

Findings and discussion

Findings

After analyzing the quantitative data gained from post test of the students were taught by using DGG and those who were not by using independent sample t-test (Burns, 2000), the results of the analysis were listed in Table 1as follows:

Table 1 The Results of T-Test

1.	The mean of experimental	22.86
2.	The mean of control group	10.27
3.	Gained score of experimental group	503
4.	Gained score of control	226
5.	t-observed	6.49
6.	Degree of freedom (df)	42
7.	t-table	2.019

Based on the findings of statistical computation above it was clear that it can be interpreted that the value of t-observed (6.49) was higher than t- critical value (2.019). It means the alternative hypothesis (H_1) in this research was accepted. In other words, the null hypotheses (H0) was rejected.Therefore, it can be concluded that there is a significant difference in students' speaking ability between those who were taught by DGG and those who were not. In this case, students" speaking ability in experimental group was better than those in control group. Thus, the use of DGG can improve students" speaking ability at tenth grade of one of Islamic Senior High School (MA Cikasungka Salopa) in Tasikmalaya.

From the results of the analysis of the data gained from students' response toward Likert Scale close-ended questionnaire wherr there were 22 respondents who filled the close-ended questionnaire consisted of five statements, it was found that the students' perceptions towards using DGG technique on teaching speaking as follows. From the first statement, it showed that most of students (73%) N=16 strongly agree with the statement, and few students responded (27%) N=6 agree that students felt joyful and became interested in speaking through DGG. Thus, there were no students who responded disagree and strongly disagree. It supported the findings of quantitative data in which students had a significant increasing result after they taught by using DGG. From students' responses of the second statement of the questionnaire, it showed that most students responded strongly agree with the statement whether they felt interested and improved their spirit on learning English or not by using DGG. It can be seen that the frequency

was (64%) N= 14 students answered strongly agree and (36%) N=8 students answered agree that they felt interested and improved their spirit of using DGG. The third statement of the questionnaire is about students' perception after learning speaking by using DGG whether they had been motivated to speak English or not. Most students (64%) N=14 responded agree with the statement that after learning speaking by using DGG technique, they were motivated to speak English. It means that DGG can motivate students to speak English.

Moreover, the forth statement of questionnaire is about students" perception of using DGG which was focused on students" improvement of speaking ability. The data showed that most students (68%) N=15 responded agree with the statement. Thus, It can be concluded that DGG can improve students' speaking ability . It supported the findings of quantitative data gained from experimental research in which students had a significant increasing result after they were taught by using DGG.

Finally, from the last statement of the questionnaire that was given to students to know about whether it is important or not of using DGG in every the English lesson especially on speaking. The data showed most students (55%,) N=12 responded agree with the statement. This result was followed by 10 students who responded strongly agree or 45% from total response. Meanwhile, there were no students who chose disagree or strongly disagree with this statement. From this data, it can be concluded that DGG is important to use on learning process especially on speaking.

Discussion

According to obtained findings, it can be inferred that the students" perception of using DGG had influenced their speaking ability. The students became interested to learn, and speak by using DGG. After learning by using DGG technique, they were able to give more attention in learning process. It is same as the research finding from the previous study that had been investigated by Gros (2007), He had revealed that video games increase strategies for students' parallel attention. In addition, they were more motivated to speak and to learn English. DGG made the learning become easy and joyful. The students were more interested to follow the classroom activities. Thus, the writer claimed that students" speaking ability could be improved by implementing DGG. It also was supported

by some findings of the previous that investigated by Anggreyni (2014) where she had revealed that guessing game technique was better in improving students' speaking skill, and the factors that influenced the changes of students' speaking skill were students" motivation, students" confidence and group discussion.

Moreover, from the findings the writer pointed out that DGG is one of suitable technique to improve students' speaking ability and also other ability such as listening, reading and writing because the learners engage for the classroom activity so the learners could be more active and creative. It was supported by Scoter (2004), He stated that the power of using digital cameras and images with students lied in their ability to engage students. He aslo claimed that the images stimulate curiosity and provide rich opportunities for language and literacy.

To sum up, based on both of the data quantitative computation from T-test analysis and the result of the data analysis from questionnaires responses there is a significant difference in students' speaking ability between those who were taught by DGG and those who were not. In this case, students' speaking ability in experimental group was better than those in control group. On the other words, the use of DGG can improve students' speaking ability at tenth grade of one of Islamic Senior High School (MA Cikasungka Salopa) in Tasikmalaya.

This study was in line with the study conducted by Anggreyni (2014), Maqfiroh et al. (2018) and Dewi et al. (2017). They had conducted the research which focused on speaking skill through Guessing Game. The result of their research were, Guessing Games were appropriate to motivate them in learning English. Students' speaking ability could be improved by having communication between the teacher and other students. The students became very energetic and happy.

Meanwhile, Bennett and Brown (2000) as cited in Ahmadi (2018, p. 118) asserted that the use of computer technology leads to the improvement of teachers' teaching and learners' learning in the class. The use of computer technology helps teachers meet their learners" educational needs. The application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of computer technology does

not come automatically; it depends on how teachers use it in their language classrooms.

Conclusions

Dealing with both of research questions that had been proposed by the writer in this study it can be concluded that there is a significant difference in students' speaking ability between those who were taught by DGG and those who were not. In this case, students" speaking ability in experimental group was better than those in control group. In addition, most students had good perceptions of the method of teaching. On the other words, the use of Digital Guessing Game was effective to improve students'" speaking ability at tenth grade of one of Islamic Senior High School in Tasikmalaya.

Referring to the conclusion, the writer gives some suggestions for the other researchers that this research is expected to give practice in developing the knowledge and skill in media by using DGG of teaching speaking in improving students" speaking ability. In further research, it can be used as media to develop and improve others skills such as listening, reading and so writing.

Furthermore, the findings of the research can be used by the teachers as a reference to improve their technique and media in teaching speaking and to find the most appropriate technique for improving the students' ability in speaking narrative texts. In further research, it can be used as media to develop and improve others skills and other genre of the texts such as recount, procedure, review, descriptive etc. Then, the findings of the research can be useful input for the students to improve their speaking ability and to motivate them to learn English for each skill including listening, reading, and so writing by varied procedures of DGG. Referring the findings and the conclusion above the writer recommend to broadly investigate the related issue by using online applications that can be more useful and interest for all generations. For example, canva applications, canvas students applications and many other applications that can be justified.

References

Ahmadi. (2018. *The use of Technology in English Language Learning* International Journal of Reseach In English EducationJREE (2018) Vol.3 no. 2.

Alves. (2013) *Technology-enhanced Language Learning for Digital* Natives Participatory Educational Research (PER) Special Issue 2013-IV, pp., 97-111 November, 2013. Available online at http://www.partedres.com ISSN: 2148-6123.

Anggreyni, D. (2014) *Improving stuedents speaking skill through guessing game technique* at grade x-1 of SMA N 1 Angkola Jurnal Pendidikan Bahasa, Sastra, dan Seni Volume XV Nomor 1 Maret
    2014 Hal. 1-15.

Birjandi, P., & Malmir, A. (2011). The effect of task-based approach on the Iranian advanced EFL learners" narrative vs. expository writing. *Iranian Journal of Applied Language Studies*, *1*(2), 1-26. Retrieved from: doi:
    10.22111/ijals.2011.50.

Burns, R. (2000). Introduction to research methods. Sydney: Longman.

Cavanagh, J. (1998). *Text type*. DI Stance: Dubbo School.

Creswell, J. W. *(2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.).* London: Sage Publication Ltd.

Dewi, RS, Kulsum, U, and Armadi. (2017). *Using Communicative Games in Improving Students' Speaking Skills English Language Teaching*. Vol. 10, No. 1; 2017. ISSN 1916-4742 E-ISSN 1916-
    4750 Published by Canadian
        Center of Science and Education.

Fitriana (2012) *Improving The Speaking Skills Through Guessing Games Of The Seventh Grade Students Of Smp Muhammadiyah 1 Seyegan Yogyakarta In The Academic Year Of 2012/2013*.

Fraenkel, J. R., Wallen, N. E. (2007). *How to Design and Evaluate Research in Education* (7th Ed). San Fransisco: State University.

Gros, P. (2007) Creating constructivist learning environment: Role of "Web 2.0" technology. *International Forum of Teaching and Studies,9*(1), 39-50.

Hur and Suh. (2012). *Making Learning Active with Interactive Whiteboards, Podcasts, and Digital Storytelling in ELL Classrooms* no.29 Vol4 PP.320- 338.
    Klippel, F. (1994). *Keep talking*. Cambridge: Cambridge University Press.

Maqfiroh, Y., Fitriani, & Chairina. (2018). *The Use of Guessing Games to Teach Speaking Skill* Research in English and Education (READ), 3(1), 91-99.

Richards, J. C. (2008). *Teaching Listening and Speaking "From Theory to Practice"*. New York: Cambridge University Press.

Scoter (2004) *Educational Research: Competencies for Analysis and Application(10th Edition)*. Pearson, Upper Saddle River. Tarigan, H.G. (2008). Berbicara: *Sebagai suatu Keterampilan Berbahasa. Bandung: Angkasa.*

Virvou, M., & Papadimitriou (2014) *Use of digital   'Guess   Who   Board Game' in teaching English* Research gate   journal   vol.10, 2014.

Yusri (2013). Developing speaking fluency of grade VII students through Guessing games at smp al-azhar palu. *e-Jurnal Bahasantodea*, 1 (1), 84-92.

Zu, D. (2012). *Using Games to Improve Students' Communicative Ability* Journal Of Language Teaching And   Research issn   1798-4769 Volume 3, Number 4.