

CHAPTER V

DISCUSSION

This chapter provides the discussion of the research. It includes research findings which are linked to the theoretical framework that used in this research.

Furthermore, it discusses about the implementation of guessing game in teaching speaking and the answer of the research problem.

5.1. Implementation of Guessing Game for Speaking

During the action research which consists of three meetings for the implementation of the game, it is known that seventh grade students in class VII-I were enthusiastic in playing the game. Game indeed brings an enjoyable atmosphere to the classroom. The students got more joy and exciting in speaking their idea. As Zhu (2012) states, games can be applied in language classroom because it can trigger students to build communication and activate their critical thinking. By playing guessing game in the classroom, students were more active and motivated in speaking. They did not only play, but they learnt to describe something with no pressure and less hesitant. They communicate with their friends and teacher with a thought that they were having fun. They tried hard for the sake of pleased competition.

The result of this study mainly proves that guessing game is one of the effective ways to build students communicative ability and enhance their skills.

As Betteridge and Buckby (2006, in Zhu 2012) claimed that games can help students to train and improve their language skills, especially to practice their

communication such as listening and speaking. It also proves that game is one of the real applications which are led to communicative language teaching (CLT) approach as students will automatically practice to use the language.

Moreover, students' response and attitude also considered good. Some unpredictable and uncontrolled situation might be faced, but it was merely a normal situation that will happen in a classroom. The students were very interesting and happy to have a game in the classroom, which is so rare to be found on their day-to-day activity. As the result, they might not as serious as usual to learn and pay attention toward the lesson. In this situation, the role of the teacher is necessary. According to Nunan (1989:87), a teacher should take as a facilitator, participant, and observer in a communicative classroom. Therefore, teacher should know when the time to take a part on the communicative activities with the students, or when the exact time to observe carefully and have a power to control them.

5.2. Students' Speaking Improvement

As shown in the research findings, the implementation of guessing game gave positive result towards students' speaking skill. Students' speaking involvement was improved significantly. They spoke, played, and guessed eagerly. They showed what they have learnt by actively participated during the game. Almost of the students that reach 82% of them showed their best speaking performance during the game. It means that their active participation was highly improved. By playing guessing game students had more chance and exposure to speak and communicate each other. It agrees with the theory that students will

communicate more when they are playing the game (Zhu, 2012). Guessing game can be very useful to attract and provoke students to use the language. Hence, the main problem of the students which is low motivation to speak could be solved by implementing guessing game in language classroom.

Another improvement was shown clearly on their test achievement after the acting phase was over. It increased from 47% into 79%, meaning that most of students succeeded in describing things. The implementation of guessing game became an influential factors toward the learning process. Guessing game was suitable to train the students how to describe something, as it is a kind of game which purpose to identify the object obscurely (Webster, 1986). It is an effective way to teach students about descriptive text with a fun and joyful atmosphere.

Moreover, there were 27 out of 34 students passed the minimum score (KKM) and succeeded to cover all the speaking aspects in good marks. In here, the teacher is able to minimize the students problem in pronouncing the words and error in grammar. That is the sign of their successful speaking performance. It was also a proof that guessing game can be a media for students to learn about speaking aspects such as pronunciation and accuracy as long as the teacher facilitate them with corrective feedback whenever they make mistakes.