

The Influence of *What Am I?* Game toward Students' Speaking Achievement

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Abstrak. Penelitian ini bertujuan untuk mencari tahu apakah ada atau tidak peningkatan yang statistik dari pencapaian siswa dalam berbicara setelah siswa diajarkan melalui *What Am I?* Game. Penelitian ini menggunakan *one group pretest-posttest*. Penelitian ini melibatkan 30 siswa kelas 8D SMP di Lampung Selatan. Tes berbicara dalam bentuk mendeskripsikan gambar digunakan untuk mengumpulkan data. Hasil menunjukkan bahwa adanya peningkatan yang statistik dari pencapaian siswa dalam berbicara dengan signifikan tingkat 0.05. Sehingga dapat disarankan bahwa permainan memudahkan siswa untuk meningkatkan pencapaian berbicara mereka.

Abstract. This research was intended to find out whether or not there is a statistically improvement of students' speaking achievement after the students were taught through *What Am I?* Game. The research employed *one group pretest-posttest* design. The subjects were 30 students of class VIII D senior high school in Southern Lampung. The speaking test in the form of picture description was used to collect the data. The findings revealed that there was a statistically improvement of the students' speaking achievement with the significant at level 0.05. This suggests that the game facilitates the students to improve their speaking achievement.

Keywords: game, influence, speaking achievement.

INTRODUCTION

Speaking is a process between a listener and a speaker that involves in oral communication skill and understanding. Cameron (2001: 40) stated that speaking is the active use of language to express meaning so that other people can make sense of them. According to Haris (1974: 75), there are five aspects of speaking as follows:

1. Pronunciation refers to be the person's way of pronouncing words. Brown (2004: 157) also states that pronunciation is the

language learner has to know how to pronounce and understand the words that are produced by the speaker.

2. Grammar is the study of rules of language inflection. It is a system of units and patterns of language (Lado, 1969: 221).
3. Vocabulary refers to the words used in language. Phrases, clauses, and sentences are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all (Wilkins, 1983: 111).

4. Fluency refers to the one whose express quickly and easily. This is also stated by Ekbatani (2011: 34) that fluent speaker is someone who is able to express oneself readily and effortlessly.
5. Comprehension denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991: 35). It means that if person can answer or express well and correctly, it shows that he comprehends or understands well.

These five aspects made students difficult to speak English because they could not master those aspects. It was in line with pre-observation conducted by the researcher in SMP Al-Huda Jati Agung Lampung Selatan. It was found that the students still faced some problems in speaking such as: (1) students found difficulties to express their ideas in spoken English, (2) students felt nervous when the teacher asked them because they could not answer in English well, (3) students did not want to practice and communicate in English to their friends because they were afraid of making mistakes and their friends would laugh them, (4) students also lacked of the vocabulary and grammar in English, (5) students had a little spirit that could motivate them in learning English especially in speaking. Based on the conditions stated above, the researcher tried to solve the problem by offering one teaching technique for teaching speaking namely *What Am I?* Game. This was because it was a very useful teaching technique for the effective and joyful learning. In addition, this game can arise students' interest and give motivation in studying English as

well as to increase their speaking ability and that is one of the reason for the students to talk with each other without wondering how to start the conversation.

Agoestyowati (2007: 237) states that *What Am I?* Game is a game using flashcards and for playing this game the students can guess about the card. This game gives the students a reason to talk each other without wondering how to start the conversation. This game is very popular and by using the flashcards the teachers can adapt this game to the classroom. This was because it was a very useful teaching technique for the effective and joyful learning. In this game the teacher uses flashcards consisting of some topics, such as professions, transportations, things, animals, fruits, flowers or others. After that, the teacher asks two students to come in front of the class. Then, one of two students chooses the cards. The student who chooses the card is not allowed to see his or her card, but the other one should. The student gives some questions to their partner and their partner only answers yes/ no. He or she tries to guess about the card. The students play this game until they can guess who he or she is.

Based on the background, the researcher tried to formulate the research question as follows: Is there any significant improvement of students' speaking achievement after being taught by using *What Am I?* Game.

METHODS

This research used a quantitative method by using one group pretest

posttest design (T1XT2). The population was the second grade of SMP Al-Huda Jati Agung Lampung Selatan in 2015/2016 academic year. Class VIII D consisting of 30 students was selected as the sample. To collect the data, this research used speaking test. The data were analyzed by using SPSS (Statistical Package for Social Science) windows version 16.0.

RESULTS

There result consisted of three major points. They were the implementation of *What Am I?* Game, the result of pretest, and the result of posttest.

The Implementation of *What Am I?* Game

The treatment was implemented in three meetings. In each meeting, the treatment lasted for 2x40 minutes. The treatment was conducted on 5th August – 12nd August, 2015.

On the first meeting, the researcher implemented the treatment which was *What Am I?* Game technique. In this treatment, the researcher used flash cards which consisted of one topic, and professions. On the second meeting, the researcher used flash cards which consisted of one topic, animals. For the last treatment, the researcher used flash cards which consisted of fruit.

In every meeting, the researcher explained how to give the question by using grammatical sentence like “Do I...?” and “Can I...?”. Besides, the researcher explained how to describe them in complete sentence. After that, the researcher introduced

and explained *What Am I?* Game as a chance for them to practice speaking.

Students’ Speaking Achievement before Treatment

Students’ speaking achievement before the treatments was considered low because they were shy to speak in English; they were afraid of making mistakes on it; and also they were lack of vocabulary. As a result, it was difficult for them to express their ideas orally. In addition, this made most of the students’ scores were less than the minimal mastery criterion score when they were given the test before the treatments. This test was known as a pretest.

The students’ speaking achievement in pretest was shown on the following table.

Table 1. The Statistics Table of Speaking Pretest Score

Statistics	
PRETEST	
N	Valid 30
	Missing 0
Mean	60.77
Median	59.50
Mode	59
Minimum	51
Maximum	76
Sum	1823

Table 1 reveals that the total score of pretest was 1823. Then the average score of pretest was 60.77. It could be seen in the table above that the highest score was 76 and the lowest score was 51. Besides, the median score was 59.5 and the mode was 59. Since the minimal mastery criterion score of English subject was 71, there were only 4 students who could achieve it.

The following was the example of students who got the highest and the lowest score.

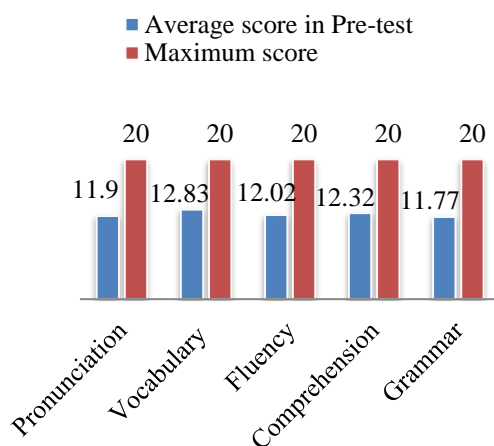
SRH : “This is a police. He has a big body. He always bring a pistol” (Highest)

SAN : ”I will *deskrip* text about snake. Snake have *poisonous*.” (Lowest)

It happened because there were many problems faced by the students. For example, the students were not habituated to describe something by speaking in English. As a result, their pronunciation, fluency, and grammar got low score.

In line with the result of students’ speaking pretest score, a graph below provided the achievement of the students’ speaking aspects.

Graph 1. The Average of Students’ Speaking Scores before the Treatments



Based on Graph 1, it could be seen that the average score of five aspects of speaking tested in pretest was still low compared with the maximum score 20 for each aspect in speaking. By using Haris scoring rubrics (1974: 84), it could be reported that mean score of pronunciation was 11.9. It meant that the students had

pronunciation problem which asked them to concentrate listening and occasionally lead to misunderstanding. For vocabulary, the mean score was 12.83 which means that the students had many vocabularies. The next was the mean score of fluency, that is, 12.02. This score meant that the students often stucked in delivering their idea because they were shy and afraid of making mistakes and they were not habituated speaking in English. For comprehension, the mean score was 12.32. It meant that the students could comprehend most of what was said at lowers than normal speed with repetition. The last, the mean score of grammar was 11.77. It meant that the studens found some difficulties in using the right grammar when they were speaking.

Students’ Speaking Achievement after Treatment

Students’ speaking achievement after the treatments was turned better. It could be seen that the students were more confident to speak and they had sufficient vocabulary to express their ideas orally. As a result, their scores mostly increased and could meet the minimal mastery criterion score when they were given the test after the treatments. This test was known as a posttest.

The students’ speaking achievement in the posttest was shown on the table below.

Table 2. The Statistics Table of Speaking Posttest Score

Statistics		
POSTTEST		
N	Valid	30
	Missing	0
Mean		73.80
Median		73.00
Mode		74
Minimum		65
Maximum		88
Sum		2214

Based on Table 2 above, it could be seen that the total score of posttest was 2214. Then, the average score was 73.80, the highest score was 88 and the lowest score was 65. The median score was 73 and the mode was 74. Since the minimal mastery criterion score of English subject was 71, there were 22 students who could achieve it.

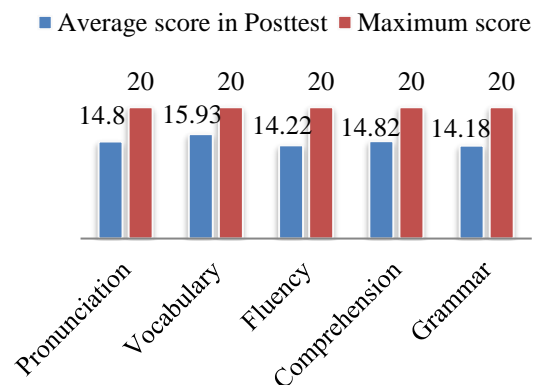
The following was the example of students who got the highest and the lowest score.

SRH : “Elephant is a big animal. We can see elephant in the zoo.” (Highest)

RAT : ”Nurse... eh... she is help like doctor. Nurse... she work to help to patient “fisik”.” (Lowest)

In line with the result of students’ speaking posttest score, a graph below provided the achievement of the students’ speaking aspects.

Graph 2. The Average of Students’ Speaking Scores after the Treatments



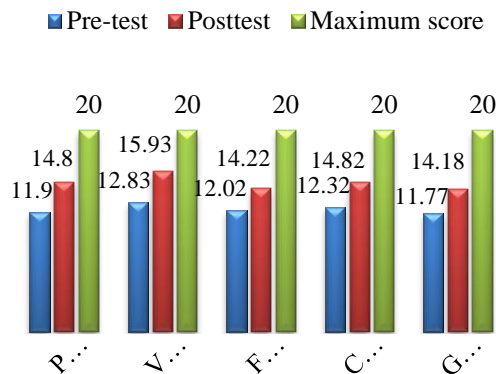
Graph 2 showed the average score of five aspects of speaking test in posttest. For the first, pronunciation means score was 14.8. Based on Harris scoring rubrics (1974: 84), this score meant that if many students could pronounce the words and sentences well. The next one was vocabulary 15.93. It meant that the students could use appropriate vocabularies. Then, for fluency, the mean score was 14.22. This score meant that most of students could deliver their ideas fluently because they have learnt it from treatments. After that for comprehension, the mean score was 14.82. It meant that the students were able to comprehend the instruction so that they could understand the topic and deliver their ideas fluently. And the last, the mean score of grammar was 14.18. This score meant that students found some difficulties in using the right grammar when they were speaking. While, the maximum score for each aspect was 20.

Paired Samples Test

	Paired Differences					Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1 posttest-pretest	13.033	3.489	.637	14.336	11.731	20.462	.000

In line with the result of students' speaking score before and after the treatment, a graph below explained the improvement of students' speaking achievement in each aspect from before to after the treatment.

Graph 3. The improvement of Students' Speaking in Five Aspects from before to after the Treatment



The table of the improvement from before to after in each aspect was as follows.

Table 3. The Improvement from before to after in Each Aspect

No	Components	Pre-test	Post-test	Improvement
1.	Pronunciation	11.9	14.8	2.9
2.	Vocabulary	12.83	15.93	3.1
3.	Fluency	12.02	14.22	2.2
4.	Comprehension	12.32	14.82	2.5
5.	Grammar	11.77	14.18	2.41
	Total	60.84	73.95	13.11

Based on the table above, it could be stated that the improvement of fluency was the lowest. In another case, the highest aspect which improved from pretest to posttest was vocabulary, followed by pronunciation, comprehension, and grammar.

In brief, the students' speaking achievement improved. To know whether this improvement was significant or not, the hypothesis testing was done. The researcher used Paired Sample t-test to test the hypothesis. This was the result of the test.

Table 4. T-test Result of Pretest and Posttest

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	73.80	30	5.320	.971
Pretest	60.77	30	6.334	1.156

From the data above, it showed that t-value (20.462) was higher than t-table (2.039) with the level of significance under 0.05. It could be stated that H_1 was accepted, there was a significant improvement of students' speaking achievement after being taught through *What Am I? Game*. This data proved the hypothesis of this research.

DISCUSSION

In pretest, some students' pronunciation was actually good although there were some errors made by the other students. As the example, there were some students pronounced "describe" as /diskrip/ which must be /dis'kraib/. On the other hand, most students were not fluent enough to speak English. They often stopped talking in the middle when they were delivering their ideas. This might be caused by students' frequency to speak English was lack.

For the result of posttest, it could be seen from the result table that all aspects of speaking improved after being taught through *What Am I?* Game. It has the similarity to the previous research of Fung (2016) who said that the result revealed that the difference in the speaking scores for the experimental group or class was very significant. The result of posttest still showed that vocabulary became the highest mean score (15.93) and grammar was in the lowest mean score (14.18). It caused this technique could develop teamwork skills and self-awareness to solve problems inequitable participation (Gray, 2010: 217).

In posttest, students were able to express their idea more fluently than pretest. All students could pronounce the word better than in pretest. After that, the students got a lot of vocabularies from three times treatment. Then, their grammar in speaking improved too although they were still making little errors. Last, their comprehension improved, this was because in treatments the researcher used common vocabulary when the researcher explained the

material. As a result, the students could comprehend better than in pretest.

In terms of average improvement of five aspects of speaking, it could be seen that vocabulary was the one aspect which improved significantly with 3.1 (12.83 up to 15.93). This was caused by the students who got many new vocabularies from the treatment and they could understand the material which had been delivered by the researcher easily. Allen (1997: 149) said that vocabulary is very important in language, when we learn a language like English; we learn the words of language. The vocabulary is needed very to master the four skills in English. Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people will not be able to use English effectively. This is in line to the previous research of Soraya (2012) who said that the students could remember more new words and retain them better when they were applied in a relax and comfortable environment while playing games. This result also supported by Bimantara (2012) that vocab dominantly become better after being taught by games. Those previous research where actually had the same characteristic with "*What Am I?*" game because they used flash card as the media to teach speaking and ask the students to present their idea based on the pictures.

CONCLUSION

In line with the discussion of the research findings. Some conclusions are drawn as follows:

1. *What Am I?* Game is an appropriate technique to improve students' speaking achievement.
2. There is an improvement from average score of the pretest 60.77 to the posttest 73.80.
3. The result of hypothesis test shows also that t-value (20.462) was $>$ t-table (2.039). It means that the hypothesis which has been mentioned previously that there is a significant improvement of students' speaking achievement after being taught through *What Am I?* Game is accepted.
4. The researcher finds that the improvement score of each aspect, pronunciation from 11.9 in pretest up to 14.8 in posttest, vocabulary from 12.83 in pretest up to 15.93 in posttest, fluency from 12.02 in pretest up to 14.22 in posttest, comprehension from 12.32 in pretest up to 14.82 in posttest, and the last grammar 11.77 in pretest up to 14.18 in posttest. While, the maximum possible score for each aspect is 20. So, it can be concluded that the aspect which improves the most is vocabulary with 3.1.

SUGGESTIONS

It is suggested to the English teachers to use *What Am I?* game to make the students more active in the classroom. Besides, the implementation of the game should be done regularly. The teacher can apply the game in group. It is recommended that further research can be conducted to study about the game in other conditions, subjects or

skills to get various advantages about this game.

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