TEACHING STUDENT SPEAKING SKILL USING THE GUEES GAME AT SDIT AL-IHSAN

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Abstract: *This study aims to describe the use of guess game method in enhancing students' speaking skills at SDIT Al-Ihsan. This research uses a qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The results showed that the use of guess games was able to increase students' active participation, self-confidence, and ability to use vocabulary and construct sentences in English. The learning atmosphere becomes more fun and interactive, so students are more motivated to speak without fear of making mistakes. Students who were initially passive began to be actively involved after being encouraged by the teacher and their peers. Social interaction between students also increased, strengthening cooperation and support during the learning process. Although some students had difficulty in conveying descriptions clearly, the teacher's guidance and examples helped them develop gradually. Based on the results of the study, it can be concluded that the guess game method is effectively used in learning English speaking skills at the elementary school level, especially in creating a supportive, fun, and meaningful learning environmenta.*

Keywords : speaking skills, guess game, teaching methods, confidence, student interaction.

INTRODUCTION

Speaking is one of the important skills in language learning. It plays a significant role in daily communication, as it allows individuals to express ideas, feelings, and opinions effectively (Abdikholikova, 2022). Among the four language skills (listening, speaking, reading, and writing) speaking is often considered the most crucial in achieving communicative competence. The ability to speak fluently and confidently is highly valued in both social and academic contexts, as it reflects one's proficiency in using language for various purposes. According to (Crisianita & Mandasari, 2022) Beside the ability to speak it is very important in communication, Speaking fluency is also not only necessary in our own language, but also when using foreign language. So, to enhance speaking ability, teaching speaking requires interaction between teachers and students. The teacher is responsible for leading the class through this process, providing feedback, and creating a supportive environment to make student more enjoy learn speak it hope better. To enhance their communication skills and understand relevant grammatical principles, here students are encouraged to speak the language they are learning (Kiptiyah, 2024).

In teaching speaking teacher using guess game media as an alternative method to teaching speaking

effectively. To involves all students in learning proses teacher using some questions, and practice communication strategies. The game makes learning more enjoyable and reduces speaking anxiety, allowing students to practice language in a relaxed and fun environment. When used in the teaching of speaking, guess game encouragement active participation, critical thinking and the use of a wide vocabulary, which enhance students' fluency in speaking.

The phenomenon, Teachers have an important role in the classroom. Environment because they provide teaching materials and direct student learning. Although there are still challenges in classroom implementation. There are some students who still struggle with vocabulary, which limits their ability to effectively describe or guess words. In addition, shy students are still hesitant to speak in front of others, even though the game is conducted in a relaxed atmosphere. However, studies show that over time, repeated use of guessing games can build students' confidence and fluency in speaking. Where this method is applied for students to tend to be more active in participating, and their speaking skills enhance gradually as they become more comfortable using the target language.

As told this previous the first research conducted by (Hayati, 2020) The title The Use of Digital Guessing Game to Improve Students' Speaking Ability This study aims to evaluate the extent to which digital guessing games can help students enhance their speaking skills, with digital guessing games often designed to make the learning process more fun, thus intensify students' motivation to participate in speaking activities. This research could also focus on how digital games can help students who are shy or lack confidence in public speaking.

The second research with the title "The Use of Guess Game to improve Student Speaking Skill" (wahyuni & Yulianti, 2020) This study aims to show that games can serve as effective teaching aids in the learning process, particularly in the development of students speaking skills. In addition, this research also aims to overcome various obstacles that students often face, such as lack of confidence, limited understanding, and awkwardness in speaking. This approach is expected to have a positive impact on students' motivation to practice speaking more freely and fluently, especially in the context of English.

According to research conducted by (Pertiwi et al., 2023) with the title ''Guessing Game Method in Speaking Instruction" researchers can advance students' speaking skills in a fun and interactive way. Through guess game, students can practice speaking in a more relaxed context and can increase their confidence when speaking in the target language. The methodology includes observations, questionnaires or interviews to collect data on the effects of the method on students' acquisition of speaking skills.

Based on the author's experience while at SDIT Al-Ihsan speaking learning there is still ineffective. The teaching method is still very traditional, which mainly focuses on memorization and repetition, so students are less interested in learning English, especially in the Speaking section. Based on this description, the researcher chose the title Teaching Student Speaking Skill Using the Guess Game at SDIT Al-Ihsan.

One of the reasons for choosing the title "Teaching Student Speaking Skill Using the Guess Game at SDIT Al- Ihsan" is because the guess game has attracted attention whose potential is to engage students in speaking

activities in a fun and interactive way. is because the guess game has attracted attention for its potential to deeply engage students in speaking activities in a fun and interactive way. By using guess game, students are encouraged to think critically, use descriptive language, and practice their speaking skills in a less stressful environment.

THEORITICAL REVIEW

Speaking is a language skill that is very important in everyday life because it serves as the main means of communication. In speaking, there are two main roles: the speaker and the listener (Andriani, 2023). Speaking skills enable students to convey thoughts, ideas and information clearly and effectively to others. In addition, speaking skills also help students to interact in daily life, both in social and professional environments, which makes this skill very crucial in language learning. In this process, a teacher acts as a facilitator who transfers certain knowledge, messages, or abilities to students in a systematic and directed manner. Teaching has a basic meaning as a process that aims to provide information, knowledge, or skills to students (Ganna et al., 2021). Media in the context of education or technology is a combination of different types of digital media integrated to create a richer and more effective learning experience according Ariani in (Kiptiyah, 2024). The goal is to effectively convey the message or information to the audience. media not only serves as a means of delivering information, but also as a tool to increase audience understanding, appeal and engagement through the use of various complementary media elements.

According to (Wahyuni & Yulianti, 2021) The guess game is very effective in improving students' speaking skills because it makes students more active in speaking. This activity encourages students' active engagement in conversations, which is important for strengthening their communication skills. In addition, the game also motivates students to think quickly and creatively, and helps them to be more open in interacting with classmates. As a method that involves direct interaction, the guess game increases students' chances of practicing speaking. Guess games create a fun learning environment and reduce anxiety, so students feel more confident to speak (Sukerni & Purnami, 2020).

RESEARCH METHODS

In this research, the research used qualitative research. Through this qualitative research, the researcher focused on the teaching and learning process of speaking using the guess game method. During research, the researcher is an observer. Researchers observed the teaching and learning process of speaking starting from pre-activity, during activities and after teaching and learning activities in English lesson.

The data sources in this research are class VI students at SDIT Al-Ihsan who were observed by the researcher, informants who were interviewed directly by the researcher, and documentation used as a data collection technique. According to (Roulston & Halpin, 2022) In qualitative research, data is obtained from various sources through various data collection techniques. In this study, data sources include observation, interviews, and documentation.

RESULTS AND DISCUSSION

Result

Based on the results of observations and interviews, it can be concluded that the use of guess game method in learning to speak has a significant positive impact on improving the speaking skills of SDIT Al-Ihsan students. Learning with this game is able to create a more interactive, fun, and non-stressful learning atmosphere, so that students are more motivated to speak in English.

1. In terms of student participation, the use of guess games makes students more active in participating in learning activities. They look enthusiastic and do not feel forced when asked to speak in front of their friends. This is in line with the opinion of (Maulida et al., 2022) which states that games can increase students' active involvement and reduce anxiety when speaking.

2. In terms of the ability to communicate and convey descriptions, students are able to form simple sentences to describe an object or thing without mentioning its name directly. Although some students still have difficulties in choosing vocabulary or composing sentences, with guidance from the teacher and examples provided, they show gradual progress. This is in accordance with (Kaur & Abdul Aziz, 2020) opinion that language-based games help students develop communication skills in a fun and pressure-free manner.

3. The interaction between students also improved significantly. The game encouraged students to collaborate, help each other guess, and provide social support to each other. Students who were initially passive became more confident after seeing their friends actively speaking. This social learning is very helpful in forming a supportive learning environment, in accordance with the results of research by (Adipat et al., 2021), which showed that games encourage better social interaction and increase confidence in speaking.

4. From the aspect of developing speaking skills, students showed improvement in terms of fluency, confidence, and vocabulary mastery. After participating in the game several times, students seemed more fluent and spontaneous when speaking, and began to use a more varied vocabulary. This is in line with the findings of (Damayanti, 2020), which states that the game method is able to improve speaking skills by providing a fun and meaningful context for language use.

In addition, the interview results showed that students felt happier learning through games than conventional methods such as memorization or reading. They do not feel pressured to speak perfectly, and instead feel challenged to deliver descriptions in a creative way. This relaxed and supportive learning atmosphere is very important to encourage students to be more courageous in speaking English.

Thus, it can be concluded that the guess game method not only improves speaking skills from the technical side, but also has a positive impact on students' psychological aspects, such as motivation, courage, and comfort in speaking.

Discussion

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CONCLUSION AND SUGGESTION
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Based on the results of the study, it can be concluded that the use of the charades game method is effective in improving the speaking skills of sixth grade students of SDIT Al-Ihsan. The game succeeded in creating a fun and interactive learning environment, making students more active, confident, and willing to speak in English without feeling pressured. In addition, the students showed improvement in their vocabulary acquisition and their ability to construct spoken sentences. Social interaction among the students also improved, as they supported and collaborated with each other during the learning activities. Although some students experienced difficulties such

as limited vocabulary and shyness, these challenges were gradually overcome through teacher guidance and a positive classroom atmosphere. Therefore, charades in considered an appropriate and relevant teaching method to enhance speaking ability at the primary school level.

Suggestion

Based on the results of this research, several suggestions for further improvement and implementation can be conveyed as follows:

1. Regular Integration of Guess Games in Speaking Activities: The regular use of guess games can increase student participation, build confidence, and create a fun and interactive learning environment.

2. Pre-Teaching of Vocabulary and Descriptive Language: Providing relevant vocabulary and descriptive expressions before the activity is essential to help students express their ideas fluently and avoid being hindered by language limitations.

3. Classroom Management and Student Support: Creating a supportive and low-pressure learning environment is crucial to encourage shy or less confident students to speak up and actively participate..

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