Guessing Game Effectiveness for Improving Student Speaking Skill in Elementary School

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Abstract: English speaking skills are very important because Game is Communicative Language Teaching (CLT) which will create an atmosphere that will increase students' desire to learn languages. However, there is an assumption that learning with games makes students undisciplined and difficult to do because it requires a long time and many teachers. This study aims to determine the effect of learning English using a guessing game method on the speaking skills of elementary school students. This research is a one-group pre-test post-test design that was implemented at the Islamic Elementary School in Yogyakarta. The research sample consisted of 68 elementary school students in grade 6 in 2019. The sampling technique used was total sampling. The research was conducted by classroom action with intervention in the form of learning English with guessing games for 3 months in two cycles. The measured learning outcomes are speaking skills in the form of pronunciation, vocabulary, grammar, fluency, and understanding. the assessment was carried out before and after the intervention. The data were processed using the Wilcoxon test. The results showed that the students' speaking skills improved after going through the learning process with guessing games. The speaking skills that have improved significantly are pronunciation, vocabulary and fluency. Grammar and comprehension improved but not significantly. The conclusion is that the guessing game can improve the students' speaking skills even though it has not covered all its aspects.

Key words: communicative language teaching, elementary student, guessing games, speaking skill

Abstrak: Keterampilan berbicara bahasa Inggris sangat penting karena Game adalah Communicative Language Teaching (CLT) yang akan menciptakan suasana yang akan meningkatkan keinginan siswa untuk belajar bahasa. Namun ada anggapan bahwa pembelajaran dengan permainan membuat siswa tidak disiplin dan sulit dilakukan karena membutuhkan waktu yang lama dan dengan banyak guru. Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran bahasa Inggris menggunakan metode menebak-nebak terhadap keterampilan berbicara siswa sekolah dasar. Penelitian ini merupakan penelitian one group pretest-posttest design yang dilaksanakan di Madrasah Ibtidaiyah Yogyakarta. Sampel penelitian terdiri dari 68 siswa SD kelas 6 tahun 2019. Teknik pengambilan sampel yang digunakan adalah total sampling. Penelitian ini dilakukan dengan tindakan kelas dengan intervensi berupa pembelajaran bahasa Inggris dengan permainan tebak-tebakan selama 3 bulan dalam dua siklus. Hasil belajar yang diukur adalah keterampilan berbicara berupa pengucapan, kosakata, tata bahasa, kefasihan, dan pemahaman. penilaian dilakukan sebelum dan sesudah intervensi. Data diolah menggunakan uji Wilcoxon. Hasil penelitian menunjukkan bahwa keterampilan berbicara siswa meningkat setelah melalui proses pembelajaran dengan permainan tebak-tebakan. Keterampilan berbicara yang meningkat secara signifikan adalah pengucapan, kosa kata dan kefasihan. Tata bahasa dan pemahaman meningkat tetapi tidak signifikan. Kesimpulannya adalah bahwa permainan tebak-tebakan dapat meningkatkan keterampilan berbicara siswa meskipun belum mencakup semua aspeknya.

Kata kunci: *pengajaran bahasa komunikatif, siswa SD, permainan tebak-tebakan, keterampilan berbicara*

INTRODUCTION

English is a very important language to learn, especially in everyday conversation. This is because English is an international language that is used globally. Fluency in conversations using English can be an asset in the future to be able to communicate globally, both for the benefit of work and education to a higher level.

Most people realize the importance of mastering English by children so that children have started to be taught English as early as possible. English

learning has also been held in formal schools, one of which Is elementary School. English for Elementary School has been introduced since 1998 when the Competence-Based Curriculum is applied (Rusiana, 2016). Although it is still debatable on the importance of English to be taught at the Elementary level. The English skills needed to teach primary school children differ from higher levels. Kasihani (2007) explained that the cognitive abilities of a 10 year old child will develop when taught a foreign language, including English. That's because at that age there is a phase shift from the egocentric phase to the reciprocal phase. There is a shift in the child's view from seeing things from his own point of view to trying to see phenomena from another point of view.

Effectiveness in teaching children to the English language related to increasing children's interest and how to make English language teaching more interesting. Therefore, the teacher's role in the teaching process is very important so that the goal of teaching English to elementary school children can be fulfilled well. The teacher's role is an important factor in the learning process. To achieve learning success, teachers need certain appropriate methods (Cummins, 2000). Good teachers generally always try to use the most effective teaching methods and use the right teaching aids or media. Likewise, in choosing material, the teacher must adjust to the ability level of students' interests and needs. In addition to teachers, schools also have a large role, because the curriculum is formed by schools as a legitimate educational institutions.

Fun media is needed when doing second language learning for children. However, there are several obstacles faced by the teacher in providing language learning for children, namely a large number of students in one class, the lack of facilities and media that facilitate children in practicing the English they learn, children still feel ashamed to show their English proficiency, and lack of motivation. from students to take part in learning English which is indicated by low interaction when learning takes place. This problem becomes a challenge for teachers to be able to find appropriate and effective learning techniques in increasing student motivation and activeness in speaking English.

One of the English language learning techniques that can be applied to elementary school children is games. Game is communicative language teaching (CLT) which is a learning technique that is able to increase students' desire to learn English through conditioning the learning atmosphere. Games relax the learning environment, thereby eliminating

fear and enhancing practice. games are also funny and interesting so that it motivates students to learn English speaking skills (Al-Jarrah et al., 2019).

There were four basic skills in English, speaking, listening, writing, and reading. An important language skill to master in learning the second language is speaking skill. speaking skills enable students to communicate by exchanging information, providing ideas and holding daily conversations. Teaching speaking skills is a difficult thing because it needs a supportive environment and an interest in the language. The teacher's job is to help students have an interest in learning resources and create a supportive environment in learning to speak English.

Previous research was conducted by Haryanto (2015) in studying the effects of games on grammar where the results improved learning outcomes. Ho et al. (2019) conducted research using games in teaching English language skills to students. The result shows that students' motivation increases in learning English and speaking skills are increasing rapidly. Similar results were reported by Valipour & Aidinlou (2014), language games were able to improve speaking and listening skills related to the effects of games in increasing student motivation and encouraging students to continue to progress and be active in practicing the language.

Freitas (2019) reported different results that teachers and students prefer to avoid games in the classroom. The teacher avoids the use of learning techniques with games because they have negative assumptions about the use of game learning techniques, namely that it is considered to have no educational value and is a waste of time. Some teachers assume that game learning techniques have educational value, but rarely use them (Stojkoviĥ & Jerotijeviĥ, 2011). This is because there are several difficulties faced by teachers in using games for student learning, including games that are considered unsuitable for an hour of lessons, and in single learning with one teacher which can make game learning ineffective (Freitas, 2019). In addition, it is reported that game play has weaknesses, namely creating noise in the classroom so that it is considered to be undisciplined, learning activities deviate from their goals due to lack of instructions/rules and inadequate learning time, and the games used are commonly used by students so that students become bored (Stojkoviĥ & Jerotijeviĥ, 2011).

The difficulties and negative assumptions can be overcome if there is a lot of evidence that strengthens the use of games as a learning technique to be effective in improving learning outcomes. This research is interested in

studying the effect of using games on speaking skills. Dewi et al. (2016) examined game communication in general and did not explain what games were used so that it could increase students' activeness, self-confidence and fluency in speaking skills. Eviyuliwati et al. (2020) researched the BINGO game which turned out to be able to improve speaking skills effectively. Both of these studies conducted a study on the effect of game learning techniques related to the results of speaking skills in general. Speaking skills consist of pronunciation, vocabulary, grammar, fluency, and understanding where previous research has never focused on every aspect of speaking skills and only examines speaking skills in general. In addition, previous studies have reported the use of learning techniques with different types of games. research on the use of guess games related to the results of speaking skills has never been researched before. This study conducted a study of guessing games associated with their impact on aspects of speaking skills in the form of pronunciation, vocabulary, grammar, fluency, and comprehention. Therefore, this study aims to determine the effect of learning English using a guessing game method on elementary students' speaking skills which include pronunciation, vocabulary, grammar, fluency, and comprehention.

LITERATUR REVIEW

A. Young Learner

Young students give a different learning response from adult students where they are more enthusiastic in participating in classroom learning. Children understand language from an early age by sorting and issuing words that require concrete objects. The introduction of a second language, too, requires a very concrete object in providing vocabulary recognition so that it is easy to understand. They respond in the meaning and not in the language. Thus, learning can run well with interaction, fluency and accuracy. Children need sensory stimulation from all five senses through play and other physical activities. Children have an attention span to concentrate in a short period of time so they need activities that are fun, interesting and funny in order to attract children's attention (Brown, 2004).

Various factors are reported to influence the success of language learning in children including social factors, such as social class, environmental factors such as student home background and parents' attitudes towards language. Individual factors that affect the success of

language learning in children are students' attitudes towards language and motivation to learn (Copland & Garton, 2014).

B. Speaking Skill

Effective communication can be developed through increasing skills in speaking between communicants and communicators. however, it is a difficult thing which is indicated by many students who find it difficult to express language lessons in pronunciation. They have difficulty expressing what will be said in learning a foreign language. These obstacles sometimes make people no longer want to speak due to psychological constraints and do not find suitable words to express them (Leong & Ahmadi, 2017).

The components of speaking skills include syntax, phonology, vocabulary, and semantics. Psychological factors that affect speaking skills include motivation and personality. English is not a phonetic language. The pronunciation of English words is not the same as their spelling, and words with the same spelling are sometimes pronounced differently. In addition, it is due to related contexts such as phonemes and tenses. It causes a lot of trouble for non-native English speakers and gets confused in coming up with English words.(Mahripah, 2014). Evans & Green (2007) examined speaking skill difficulties including pronunciation, grammar, and fluency, as well as academic writing such as style, grammar, and cohesion in students.

C. Pronunciation

Pronunciation is a way of saying words in general. English pronunciation is different and causes difficulties for some individuals. The sounds that are pronounced in different words in English are sometimes similar to each other making it difficult to distinguish and it is very difficult to understand what a native speaker is saying. The way to pronounce the sound of a word in English is called pronunciation which is usually written in italicized symbols. meaning is conveyed through the tone used in speaking (Hidayatullah, 2018).

Pronunciation is an important part of communication and not just the production of sound. The main source of understanding meaning is pronunciation instructions. Pronunciation instructions can help students understand what is being said by natives and improve their ability to communicate effectively and easily. Good grammar is not enough to be understood, but it is also necessary to pronounce it correctly when speaking in lesan communication (Gilakjani, 2012).

D. Vocabulary

Vocabulary is the number of words needed to communicate ideas and express meaning to listeners. That's the reason it's important to learn vocabulary. Learning vocabulary is an important part of learning foreign languages as the meaning of new words. Teaching vocabulary can be a problem because many teachers are unsure about best practices in teaching vocabulary and at times do not know where to start to form a learning emphasis on vocabulary for learning words (Alqahtani, 2015).

Vocabulary is one of the three elements of language, building materials, and the basis of language. Fluent in communicating with others must have a certain vocabulary. Faced with so many words to learn, it is necessary to investigate lean vocabulary strategies (Bai). The voice is an important factor in increasing the vocabulary of learners. Therefore, students will have an advantage when they listen to good sayings from the teacher, quality recording, and quality stories, etc (Lumettu & Runtuwene, 2018).

E. Grammar

Grammar is not easy to understand but needs to be practiced regularly and teachers have to use multiple approaches to explain. It deals with rules that are developed to control what is used by natives. It is also a set of rules taught in schools which pertain to writing and using it correctly (Al-Jarrah et al., 2019). Grammar teaching can be done using communicative techniques (meaning-based) or one-way explanation (form-based) in presenting songs, games, maps, poetry, pictures, or maps. These techniques have advantages and disadvantages. Grammar teaching using communicative techniques can be done in order to create a pleasant atmosphere, not boring and interesting (Haryanto, 2015).

F. Fluency

Fluency in speaking is considered a measurement of a person's level of communicative proficiency. Consequently, speaking fluency is an essential component of communication competence. (Yang) Fluency in speaking should be broadly defined as the student's ability to produce words quickly and comprehensively. In a broad definition, searching for words cannot be observed. Besides, Grammar allows students to get information without ambiguity (Brand & Götz, 2011). Fluency disorders can be found in children, deaf people, and hesitant speakers that cause speech. A person can

achieve fluency in the spoken language when he has a great knowledge of English vocabulary and pronunciations to speak fluently and accurately. Fluency in speaking means that speaking can be articulated and carried out naturally or language is used more easily and accurately. Speak fluently makes so few mistakes in speaking that it is very easy to understand the other person and to understand some of what is being said to him/her in normal and casual contexts (Gawi, 2015).

G.   Comprehension

Comprehension is a complex cognitive process in which the reader deliberately interacts with text in an attempt to Derive Meaning, using a series of strategic actions to extract and construct understanding from language. Speaking comprehension is a combination of several components, between which coherence allows the listener to understand the entire speech, not only this side or that side (Phuong, 2018). Speaking comprehension is an understanding of what the author is attached to in the text. From the Reader's perspective, the factors that influence speaking comprehension are the metalinguistic background, intuition, goals, and language aptitude (Liu, 2014).

H.   Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a teaching method that has been widely used by language teachers because it focuses on developing students' communicative competencies and also emphasizes interaction as a teaching tool. It is declared the best practice in English Language Teaching (ELT) because it is able to develop students' communicative abilities (Desai, 2015). It was then further developed in the early 1980s by Canale and Swain (Sreehari, 2012).

I.   Games on Communicative Language Teaching

Many of the elements in the game include rules, learning, relaxation and competition. The characteristics of the game include time and place limitations, fun, uncertainty, non-productivity, rule by rules, and fiction, accompanied by an awareness of different realities (Pequeno & Seziau, 2002). Games can activate and mobilize students' mental capacities so that students are motivated to learn. This also applies to shy students who can participate by putting aside fear and shame because of fun activities. Games also use language that is meaningful and useful in practical contexts. This means that games can grab students 'attention, encourage student participation and practice all language skills, as well as increase students'

desire to learn more, which transforms the classroom into a more challenging and engaging environment (Al-Jarrah et al., 2019).

The game increases learner interaction and cooperation because players want to score points and win. As a result, they are motivated to participate in activities in the Group or pairs. This context makes them more willing to ask questions, communicate, discuss, and think more creatively about how to use English. Games also help improve language acquisition. Because motivation and interaction are driven by games, students can acquire skills and absorb lesson content more enthusiastically than when learning through other methods. While playing, students realize that they have to use language creatively if they want others to understand them. Finally, games can improve student achievement in terms of test scores, communication skills, vocabulary, and other language skills (Al-Jarrah et al., 2019).

Games are considered a very useful and important strategy for stimulating language acquisition. Games are interesting and fun activities that have a set of rules and are played individually or in groups. The use of games is to attract students to learn English because it is fun and makes them want to have an experiment, discover, and interact with their environment (Klimova, 2015). Games in Language Teaching are activities that allow students to interact, think, and learn language through physical or mental activities. The game must be fun, comfortable, comfortable, and as interesting as usually this situation will invite students to concentrate on learning activities (Kiryk, 2010).

Classified games into more detailed forms which are composed of both the elements defining linguistic and communicative games, i.e. ordering, arranging games, sorting, guessing games, information gap games, matching games, searching games, exchanging games, labeling games, role-playing games, and board games (Wang et al., 2011). The other classification of games has been classified into nine categories: structured games that provide an experience of the use of particular patterns of syntax in communication, spelling games, vocabulary games in which the learners' attention is focused mainly on words, number games, pronunciation games, writing games, listen-and-do games, role play, discussion, and miming games (Al-Jarrah et al., 2019).

J. Role Games on Speaking Skill

Communicative games have an impact on teaching speaking skills and illustrate how communicative games influence the speaking skills of students

in junior high school which is carried out in two cycles using collaborative action research with several English teachers. Communicative games have contributed positively to the teaching and learning process. Communicative games can increase students' enthusiasm and motivation to learn. Games have an impact on positively increasing student active participation, self-confidence, and fluency in speaking skills. Good Teaching and Learning Strategies can create pleasant conditions and reduce boredom and stress in the learning process (Dewi et al., 2016).

Learning using games is collaborative learning. Collaborative activities can help students construct their knowledge. Reading skills are characterized by fluency in conversation, discussion, group work, role-playing, and games, the accuracy that can be proven through the functions of both Grammar and vocabulary, pronunciation as identifiable through segmental phonemes, suprasegmental phonemes, and the ability to speak in certain contexts such as oral presentations, speak English for academic purposes, and interview (Lumettu & Runtuwene, 2018).

Game is the newest consideration for foreign language teachers is to make students use communicative language. After the Realization of communicative competence, activities and techniques are task-oriented and lead students to use language creatively. Task-based games are examples of better communicative activities in Grammar Teaching. Play and competition provided by games increase student motivation (Haryanto, 2015).

METHOD

A. Respondents

This is one group pretest-posttest design research was conducted in Islamic Elementary School, Yogyakarta. The study population was grade 6 elementary school students. The research sample consisted of 68 students in 2019. The sampling technique used was total sampling.

B. Instruments and Procedure

This study used an instrument in the form of a game card for guessing games. The game card contains a picture and a question that will be randomly selected by the students. Then the students will guess what is in

the picture. Each picture is in pairs then students are asked to find a pair. Each pair asked and answered according to the question on the card. The teacher's assessment consists of 5 measured aspects, namely grammar, vocabulary, pronunciation, fluency, and comprehension in speaking English. Thus, an assessment form is needed from the five aspects of speaking ability with 5 assessment categories from poor to excellent with a score of 1-5.

This research was conducted for 3 months in two cycles through four stages: action plan, implement, observe, and reflection. The researcher acted as the practitioner and the observer was the teacher of English. The main of the collaborative teacher was observing the activities done by the researcher and student participation in the teaching activity. In observing, the researcher used observation sheets, tests, and field notes. The speaking skill assessment was carried out before and after the intervention.

C. Data Analysis

The collected data were analyzed statistically with descriptive analysis to find the mean speaking skill between the posttest and pre-test. Furthermore, a hypothesis test was carried out to determine the differences in the results of the speaking posttest and pre-test using the paired t-test if the data were normally distributed and the Wilcoxon test if the data were not normally distributed on a significant level of 5%.

RESULTS AND DISCUSSION

A. Comparison of the Speaking Skill Mean Scores on Pre-Test and Post-Test

This study measures speaking skills which consist of aspects of grammar, vocabulary, pronunciation, fluency, and comprehension, and all aspects of speaking skills between pre-test and post-test are presented in Figure 1. Grammar describes the ability to use grammatical rules when speaking. Vocabulary describes the skills to use proper vocabulary in speaking. Pronunciation describes the ability to pronounce words according to their meaning. fluency describes the fluency in speaking English. comprehensively describes the ability to capture the conversation of friends/teachers in English.
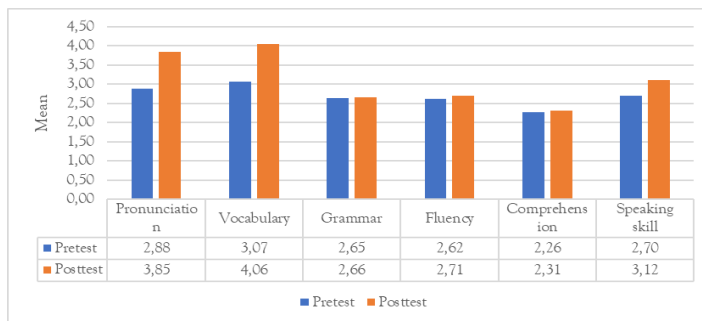
Figure 1:
Histogram graph of the mean speaking skill between pre-test
and post-test

All aspects of communication skills show that the mean of communication skills on the post-test is greater than that of the pre-test. These results indicate that the intervention carried out in the form of learning English using the guessing game method has been able to improve all aspects of the students' speaking skills. The speaking skill that increased the most was in the vocabulary aspect, while the speaking skill that increased the lowest was comprehension. Vocabulary skills have improved from moderate to good.

B. The Results of The Normality Test

Results of Kolmogorov-Smirnov with Lilliefors correction normality tests for all speaking skill aspects are shown in Table 1.

Table 1:
Kolmogorov-Smirnov normality test result

Variable		Statistik	df	p values
Pronunciation	Pre-test	.422	68	.000
	Post-test	.342	68	.000
Vocabulary	Pre-test	.401	68	.000
	Post-test	.402	68	.000
Grammar	Pre-test	.314	68	.000
	Post-test	.457	68	.000
Fluency	Pre-test	.419	68	.000
	Post-test	.408	68	.000
Comprehension	Pre-test	.445	68	.000
	Pos-tets	.359	68	.000
Speaking skill	Pre-test	.180	68	.000
	Post-test	.164	68	.000

It is clear that all speaking skill aspects have a p-value are less than 0.05. Thus, all data are not normally distributed. thus, hypothesis testing is done by using the Wilcoxon test.

C. Hypothesis Test Results

Hypothesis testing was conducted to test the significance of the difference in the mean score of speaking skills between the pre-test and post-test using the Wilcoxon test with a significance level of 5%. The Wilcoxon test results are shown in Table 2.

The speaking skill aspect in the form of pronunciation resulted in a p-value of 0.000 which was lower than 0.05 so that H) was rejected. This means that there is a significant difference in pronunciation scores between the pre-test and posttest.

The speaking skill aspect in the form of vocabulary resulted in a p-value of 0.000 which was lower than 0.05 so that H0 was rejected. This means that there is a significant difference in vocabulary scores between the pre-test and posttest.

Table 2:
Wilcoxon test result

Variable		Mean	Z	p values
Pronunciation	Pre-test	2.88	-8.124	0.000
	Post-test	3.85		
Vocabulary	Pre-test	3.07	-7.606	0.000
	Post-test	4.06		
Grammar	Pre-test	2.65	-1.000	0.317
	Post-test	2.66		
Fluency	Pre-test	2.62	-2.449	0.014
	Post-test	2.71		
Comprehension	Pre-test	2.26	-1.732	0.083
	Post-test	2.31		
Speaking skill	Pre-test	13.49	-7.590	0.000
	Post-test	15.59		

The speaking skill aspect in the form of vocabulary resulted in a p-value of 0.317 which was greater than 0.05 so that H0 was accepted. This means that there is not a significant difference in grammar scores between the pre-test and posttest.

The speaking skill aspect in the form of fluency resulted in a p-value of 0.014 which was lower than 0.05 so that H0 was rejected. This means that there is a significant difference in fluency scores between the pre-test and posttest.

The speaking skill aspect in the form of comprehension resulted in a p-value of 0.083 which was greater than 0.05 so that H0 was accepted. This means that there is not a significant difference in comprehension scores between the pre-test and posttest.

Overall speaking skill resulted in a p-value of 0.000 which was lower than 0.05 so that H0 was rejected. This means that there is a significant difference in speaking skill scores between the pre-test and posttest.

D.   Discussion

Overall, it shows that the speaking skills of elementary school students differ significantly between before and after learning using guessing games. Speaking skills improved after learning using guessing games. Speaking skills that improved significantly after learning with guessing games included vocabulary, pronunciation, and fluency, but not grammar and comprehension.

In this study, teaching English using guessing games contained rules such as not being allowed to mock, cheering on friends who made the wrong answer, but on the contrary, they were given rules to give appreciation to each friend who answered with applause. This process also contributed to encouragement in the learning process using guessing games. Students become motivated to attend lessons happily and do not feel anxious and worried about doing them even though they cannot. it means that the child dares to try to pronounce the English word.

This research is relevant to the results of research in Wang et al. (2011) that playing games can motivate them more than students with poor English skills. Regarding the anxiety factor due to peer pressure, the findings reveal that high-level students have significantly less anxiety due to peers than low-level students, which indicates that students with low abilities are still afraid to express themselves. Games can motivate, master vocabulary, and reduce their anxiety from peer pressure. Students feel comfortable and confident when they are produced oral assignments, especially during game activities (Leo & Cely, 2010).

Communicative games have also succeeded in increasing students' opportunities to use English. It can be seen that most of the students could have a dialogue with others using several expressions. Communicative games also make for a lively class. It can be seen that students appear confident and comfortable when they speak English and they don't get bored of joining class activities. By implementing a variety of communicative games, students are expected not to get bored with it. At the end of the Cycle, the students' speaking ability can be improved. This activity involves students working in groups and pairs.

In this study, vocabulary also increased with learning games because they heard what their friends said, which they then recorded. They were also asked to chat with pairs of friends according to the questions on the cards which made them apply the vocabulary in conversations that made the students remember them even more. The conversation is carried out between students so that the atmosphere becomes relaxed compared to that of the teacher. Results from Huyen & Nga (2003) also reported that a positive attitude in the way that games can help them to learn vocabulary. Students can learn newer words and they can apply words in a relaxed and comfortable environment. Students get the motivation to speak English; The students have the opportunity to interact between classes.

The results of this study increased fluency speaking skills after learning for 3 months of students where students were required to speak when the English learning process was by the rules set in the game. Students are asked to speak according to the picture on the card which was taken by the students randomly. This is relevant with Mudofir et al. (2019) based on the analysis that the learning process using the Learning role-playing strategy can improve their English speaking fluency skills in the first cycle, their English speaking fluency skills improved significantly. Besides, students are very interested and happy with the implementation of the Learning Strategy role-playing to improve students' English skills as shown by the results of the student questionnaire.

Educational games help create more interest, encourage a learning atmosphere, and reduce difficulties in teaching and learning grammar, making it easier for students to learn from experience (Al-Jarrah et al., 2019). However, in this study, grammar increased but not significantly. This is because teaching emphasizes speaking which prioritizes the courage to try and grammar is also learned in the realm of making sentences that will be conveyed when asking and answering questions with friends. The results of

the study also showed an increase in the comprehension of speaking skills after the learning process with guessing games, but it was not significant because basically the learning process was also short and there were still many students who uttered inappropriate pronunciations and whose vocabulary was not fully known so that students became less comprehensive with such short learning.

However, overall it can be stated that the learning process using guessing games has been effective in improving elementary students' speaking skills, especially about vocabulary, pronunciation, and fluency of speaking. Playing games is an effective way to promote students' vocabulary acquisition as it helps students to learn words by acting or recognizing objects. Playing games is effective in teaching English to young learners (Wang et al., 2011).

Overall, games can improve students' speaking skills. As reported by Freitas (2019), games increase student motivation, are interesting, and cause changes in behavior to be more active in learning which have an impact on the results of good speaking skills. However, with regard to the aspects of speaking skills, guessing games in this study were not effective in improving grammar and comprehension. This can be related to the focus of what is conveyed in the game. a guessing game that emphasizes writing structures. This means that basically the improvement of speaking skills is not only related to interest, motivation and pleasant atmosphere conditions, but it must also be studied carefully, what you want to convey in game play, the target to be achieved and the minimum time required must be studied again. in various further studies.

CONCLUSION

Learning using communicative games through guessing games can increase interaction, motivation and familiarize children with speaking and speaking in English. In addition, children also feel comfortable and are not afraid to try because conversations are carried out with friends so that the use of guessing games has been effective in improving elementary students' speaking skills in pronunciation, vocabulary, and fluency, but not in grammar and understanding. limitations in the material presented and the short learning time can be the cause. This research implies that guessing games can be an alternative learning method for elementary school children to improve their English speaking skills, especially with regard to

pronunciation, vocabulary and fluency. Limitations of this study were only carried out for 3 months and did not include the control group. Further studies can compare with a control group and can evaluate over a longer period. In addition, it is necessary to develop learning materials using games to achieve more effective learning.

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