



## Using “Who am I” Game to Increase the Students’ Speaking Ability: The effectiveness

**Mahuda Safitri<sup>1\*</sup>, Hesty Puspitasari<sup>2</sup>, Miza Rahmatika Aini<sup>3</sup>**

<sup>1</sup> English Education Department, Faculty of Teacher and Training Education, Balitar Islamic University

\*Korespondensi Penulis. [mahudasafitri@gmail.com](mailto:mahudasafitri@gmail.com) , Telp: +6289668514299

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh “Who Am I game” untuk meningkatkan kemampuan berbicara siswa kelas sepuluh sekolah menengah atas. Metode penelitian yang digunakan adalah penelitian kuantitatif. Subjek dari penelitian ini adalah siswa kelas sepuluh yang berada di Pondok Pesantren Nurul Iman Blitar. Peneliti telah melakukan proses pre-tes, perlakuan, dan post-tes terhadap siswa. Selanjutnya peneliti menganalisis hasil pre-tes pos tes menggunakan SPSS. Hasil dari penelitian ini menunjukkan perubahan yang signifikan terhadap kemampuan berbicara siswa dari pre ke pos tes dengan hasil signifikan > t table (0,05) dimana nilai signifikan lebih dari t table. Mean dari pre-tes kelompok kontrol adalah 30,25, sementara itu mean dari pos-tes adalah 44,85. Jika dibandingkan dengan kelompok eksperimen menunjukkan bahwa mean pre-tes dari kelompok eksperimen adalah 31,3, selain itu mean pos-tes dari kelompok pos-tes adalah 61,75. Hal ini menunjukkan bahwa Who AmI Game dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: Berbicara, *Who Am I Game*, Teks Deskriptif

### Abstract

The aims of this research is to know the effectiveness of “Who Am I game” to increase the students’ speaking ability of the tenth grade of senior high school. The research method used is quantitative research. The subjects of the research is the tenth grade students who stay at Nurul Iman Islamic Boarding School Blitar. The researchers have done the process of pre-test, treatment, and post-test toward students. Then, the researcher analyzed the pre-test post-test result using SPSS. The result of this research shows a significant improvement in students’ speaking ability from pre to post test with the significant result > t table (0,05) where the significance score is higher than t table. The mean of pre-test of control group is 30,25, while the mean of post-test is 44,85. If it compared to the experimental group shows result, that the mean of pre-test of experimental group is 31,3, while the mean of post-test of experimental group is 61,75. It means that Who Am I Game is able to increase the students’ speaking ability.

Keyword: Speaking, Who Am I Game, Descriptive Text

## INTRODUCTION

Speaking is complex and different activity from the three aspects of language skills (listening, reading, and writing). This is because during speaking a person not only expresses, shows the ideas and feelings to others, but further speaking is a form of human behavior that utilizes physical factors, semantic psychology and linguistics. Speaking also utilizes the muscles and tissues of the human body to support goals and objectives of speaking. This is in accordance with the opinion of Tarigan (2008) which states that speaking is a system of audible and visible signs that utilize a number of muscles and tissue of human body for the goals and objectives of ideas which is combined.

Particularly in the Joint Construction Text Stage (Departemen Pendidikan Nasional, 2004). Students confront a variety of challenges when it comes to speaking, one of which is the language itself. In fact, the majority of kids have difficulty speaking. Despite the fact that they have a large vocabulary and have written them correctly. The issue is that kids are reluctant to make mistakes. According to Richards (2008), mastering English speaking abilities is a priority for many second language or foreign language learners. As a result, learners frequently assess their language learning progress as well as the efficiency of their English course based on how much they feel their spoken language ability has increased.

According to experts, there are numerous definitions of speaking. According to Siahian (2008), speaking is a productive language skill. It means that speaking is a person's ability to produce sounds that have meaning and are understood by others, allowing them to create good communication. Speaking is also the use of language to communicate with others (Fulcher, 2003). On the other hand, Richards and Renandya (2002), speaking a foreign language requires more than just knowing its grammatical and semantic rules.

According to Indonesian Christian University's English Department, there are five major reasons why students fail to master foreign languages. First, English is taught in schools alongside other knowledge-based subjects such as geography, science, and history. The majority of students then learn English passively. According to research, in order to be successful in any subject, students must participate in the learning process. The rest of the class in English should not wait for the teacher to present the learning material and then expect the teacher to magically pass on their knowledge and skills. Students will fail if they do not make consistent efforts to process information and practice language skills. Students who take full responsibility for their learning and make the right decisions both inside and outside of the classroom are more likely to succeed in foreign language learning. In other words, students must be proactive in finding and selecting learning materials from the internet in the form of text, images, and videos to supplement the material used in class, practice as often as possible without being assigned, discuss the problems at hand with the teacher, use the most preferred learning techniques, and decide for themselves the pace of learning.

Most students do not have the right motivation to learn English. Yet in any activity, wrong motivation will give wrong results. For the majority of students studying English only as a requirement that must be met. Students rarely practice English in communicating in class. It's easy to find English classes in high schools, colleges, or even in English language courses where residents don't exchange information in English. They study English grammar, pronunciation, vocabulary, linguistics and history. They also deal with the literature and culture of English speakers. But when they discuss or exchange ideas, they interact in their native language.

Most students never practice English outside the classroom. English classes are usually conducted in two sessions (each 90 minute session) a week. Since each class contains about 30 students, on average, the teacher only has 6 minutes for each student. If the teacher is creative enough to assign students to study in small groups, the learning time for each student can be increased. To master a foreign language, students must struggle with that language anytime and anywhere

The reasons above are in accordance with the reality that occurs in our daily lives. At school, students learn English by memorizing methods in other words, English is treated the same as other knowledge-based subjects, such as geography, science, and history. Then, many students are less active when learning English, this is in accordance with the second fact that most students learn English passively. Besides students being less active when learning English, students also do not have the correct motivation in learning English. Another fact that occurs in everyday life is that students rarely practice English in communicating in class. The last fact that we often encounter is the lack of interest in learning English outside the classroom or in a course institution, this is in accordance with the fifth reason, most students never practice English outside the classroom.

Based on the results of the observations that the researcher had made on tenth grade students of Islamic Boarding of Nurul Iman Blitar, there were many problems faced by students in the process of learning speaking activities. Some of the problems faced by students are: First, the lack of ability to speak English well. This lack of speaking ability is caused by the limited vocabulary they can master. Second, the students' lack of confidence to speak English in public. Third, problem in learning speaking activities do not only come from students, media and teacher teaching techniques are also a factor in the problem of speaking learning. Evidenced by the results of interviews with researchers with several tenth grade students of Islamic Boarding of Nurul Iman Blitar.

The teacher only uses traditional methods to teach speaking, such as the Grammar-Translation Method (GTM), in which the teacher's explanation is still focused on the language structure, which bores students. GTM teachers use direct methods in addition to the Grammar-Translation Method. Based on the sources, it is necessary to provide solutions that can improve students' speaking skills; this can be accomplished through the Who Am I game. The game is expected to be effective in developing students' speaking skills in expressing their respective opinions, as well as fostering students' speaking confidence. The Who Am I game contains guesses to help students improve their speaking skills by using images of people, animals, or objects as media. It is hoped that this game method will provide a solution for teachers and students to make English learning more enjoyable and enjoyable.

Followed by a detailed problems, the researcher intends to conduct a study in Nurul Iman Blitar's tenth grade Islamic Boarding regarding the success rate of implementing the Who Am I game in increasing the quality of learning to speak, both in terms of increasing the value of learning outcomes and increasing the ability of students to speak up in the process of learning how to teach.

The general goal of this research is to increase students' speaking abilities in the second year of Nurul Iman Blitar's Islamic Boarding. Based on the problem previously identified, the hypothesis of the study as follows:

$H_0$  : There is not a significant effective of students' speaking descriptive text by "Who Am I" Game.

$H_1$  : There is a significant effective of students' speaking descriptive text by "Who Am I" Game.

## METHOD

In this research, a quasi-experimental methodology was used, with a two-group pre-test and post-test design. The research has been conducted at Islamic Boarding School of Nurul Iman Blitar. The subject of the research is the tenth grade students. This research was carried out on second semester tenth grade students at Nurul Iman Boarding School during the academic year 2020/2021.

In this research, the population was the tenth grade of Nurul Iman Boarding School. There were two parallel classes and the total number of the students was 63. The writer will select 20 students from a total of 63 for this study. To conduct the research, the writer employs random sampling. In this research the independent variable are who am I game and lecture method. The dependent variable is the increase students' speaking ability at tenth grade of Nurul Iman Boarding school Blitar. The instrument is being tested were Try-out, Pretest, and Posttest. The Data Analysis Techniques used t-test formula Levine.

## RESULTS AND DISCUSSION

This study's research was carried out at Nurul Iman Blitar's Islamic Boarding. The researcher has completed the pre-test, treatment, and post-test processes in this chapter. The pre-test was carried out for one meeting each for the control and experimental groups. The treatment was

carried out in two ways over the course of eight meetings, using an experimental and a control group. The post-test was then conducted for two meetings, one for the control group and one for the experimental group. The post-test results obtained by the researcher from both groups will be used to calculate the ratio of hypothesis in this study.

The researcher explains how the calculated significance between two means, test of significance, and t-test determine that H1 will be accepted as the research did. Before explaining the table of statistical data, the researcher describes the post-test scores of the control and experimental groups as follows:

**Table 1. The Students' Post-test score of Control Group**

No	Name of Students	Post-test score
1	Indarti Kulsum	40
2	Siti Nur Syifa	33
3	Nova Nurhidayah	46
4	Ayu Puji L.	54
5	Dewi Fatimatuzzahro'	41
6	Arik Widhiya A.	37
7	Dyah Ayu L.	59
8	Rizka Triasari	39
9	Ulima Diyaul M	33
10	Reza Nur Aisyah	49
11	Adyla Wijayanti	50
12	Nadhira Hasna R.	36
13	Sania Naufa	41
14	Lilla	53
15	Nur Lailatul M.	48
16	Sefia Aditya	41
17	Arina Zulfa	46
18	Afrilia M.	49
19	Maya Dwi Y.	42
20	Salsabila	60
<b>TOTAL</b>		<b>897</b>

Based on the table 1 above, the researcher obtained the total post-test score in control group of students for each category. The total of scores is 897, the lowest score is 33, the highest score is 60, and the mean is 44,85 from 20 students in control group. Afterward, the next table is the result calculation of post-test of experimental group, before and after using the Who Am I game as the method from researcher in students' speaking descriptive text.

**Table 2. The Students' Post-test of Experimental Group**

No	Name of Students	Post-test score
1	Haibah Nuha Kamal	78
2	Ayu Nur Fitria	70
3	Sucia Marshelly	59
4	Mamluatul Hikmah	52
5	Khorida Fitri N.	52
6	Fatta Anzely Aulia R	57
7	Laila Virgia A	69
8	Aprillia Renata N.R.	48
9	Laila Fitri N.	48
10	Luthfiatul M.	70
11	Ummu Ni'matin	64
12	Imka Yuli	72

No	Name of Students	Post-test score
13	Rieva Nur Arsyia	61
14	Nadia Shafa S	54
15	Aisyah Heni Adelisa	72
16	Nikmatul Lia Indah	55
17	Revalina Eka O.	61
18	Zanuba Nihal	57
19	Siti Alfi Nur S.	68
20	Yuke Indah L.	68
<b>TOTAL</b>		<b>1235</b>

Based on the table 2 of calculated score, the researcher obtained post-test in experimental group of students. The table show that the total of score is 1235 from 20 students in experimental group, the highest score in this group is 78, the lowest score is 52, the mean is 61,75. The researcher conclude that from two table above show that experimental group has taller score than the control group that use the conventional method.

After comparing the scores of post-test experimental and control group, the writer made an analysis of the data from the results, as follows:

**Table 3. Tests of Normality**

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Score						
Pre Experiment	.157	20	.200*	.926	20	.130
Post Experiment	.161	20	.185	.952	20	.406
Pre Control	.165	20	.159	.930	20	.156
Post Control	.141	20	.200*	.960	20	.538

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculation data normality, pre and post score test from control and experiment group showed significant results  $> t$  table (0.05) where the significance score is higher than  $t$  table = 0.05, from the statistical above, the data of control and experiment group is normal. Therefore, the used data in this study is normal so that the data used the homogeneity table next.

**Table 4. Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.257	3	76	.856
	Based on Median	.230	3	76	.875
	Based on Median and with adjusted df	.230	3	75.901	.875
	Based on trimmed mean	.253	3	76	.859

From the table 4, it can be seen value of homogeneity in pre test and post-test from control and experiment with significant higher than 0.05. It means the data of the both of the group were homogeneous.

**Table 5. Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Post Experiment	20	61.75	8.807	1.969
	Post Control	20	44.85	7.896	1.766

The table above showed about group statistic as part of independent Test of two group that used in research of this study. From that table the researcher get conclude that the experimental group has 20 students with mean of post-test score 61.75, and standard deviation is 8.807. Whereas the statistic of control group showed that also has 20 students, mean of post-test score is 44.85, and standard deviation is 7.896. The standard deviation of control group is lower than experimental group ( $7.896 < 8.807$ ) so that a variation distance of experimental group data is larger than control group has.

**Table 6. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.541	.467	6.390	38	.000	16.900	2.645	11.546	22.254
	Equal variances not assumed			6.390	37.556	.000	16.900	2.645	11.544	22.256

Based on the research hypothesis that was explained in chapter II, that:  $H_0$  : the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accept. So, there is a significant effective of students' speaking in descriptive text by "Who Am I" Game.

$H_1$ : the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. So, there is a significant effective of students' speaking in descriptive text by "Who Am I" Guessing Game.

According to the table 6 on sig. (2 tailed) from Equal variances assumed, the value is 0.000, it showed that it is lower than the significant level ( $0.000 < 0.05$ ). So, it can be conclude that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted, and there is a significant effective of students' speaking in descriptive text by "Who Am I" guessing game.

## CONCLUSION

Based on the explanations provided by the researchers in each chapter, it is possible to conclude that the method used in this research, which employs the "who am I" game, can be applied in a speaking learning setting using descriptive text theory. And the theories in Chapter II demonstrate that the "who am I" game method has some excess in application. The result of this research shows a significant improvement in students' speaking ability from pre to post test. The mean of pre-test of control group is 30,25, while the mean of post-test is 44,85. If it compared to the experimental group who has good confident shows different result. Then the mean of pre-test of experimental group is 31,3, while the mean of post-test of experimental group is 61,75. It means that Who Am I Game is able to increase the students' speaking ability.

The researcher recommend the teachers for using the method of "who am I" game could be used in the teaching of speaking in descriptive text, because using "who am I" guessing game makes students more excited in English class. For the students, the use of the "who am I" game for English learning is beneficial to students. Last, for future researcher, this teaching method has an impact on other researchers as well; it can create a fun atmosphere in the classroom and will be used in the learning process.

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