



## USING GUESS THE WORD GAME IN ENHANCING THE SPEAKING ABILITY OF SEVENTH GRADE STUDENTS AT STATE JUNIOR HIGH SCHOOL NUMBER 30 PALEMBANG

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### ABSTRACT

This research investigates the impact of the Guess the Word Game on improving the speaking proficiency of seventh-grade students at Junior High School 30. Palembang employed a singular class in an experimental design. The class utilized the Guess the Word game as the principal instructional method to enhance students' speaking abilities. Pre-test and post-test evaluations were administered to examine the pupils' advancement in speaking proficiency. The results indicated a significant enhancement in students' speaking skills following their participation in the game, demonstrating that the inclusion of interactive activities such as the Guess the Word Game can serve as an effective approach for improving student engagement and language competency. This study indicates that game-based learning may serve as an innovative approach to enhance speaking skills in educational environments.

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**Keywords:** *Guess the Word Game, Speaking Achievement, Game-Based Learning*

### 1. INTRODUCTION

English is a global language that is essential for anyone to comprehend due to its significance. Rao (2019) asserts that English is extensively employed in trade, commerce, education, technology, science, business, engineering, tourism, and culture. English is taught and employed as a first, second, and foreign language in various places around. It might be contended that due to the pervasive use of English across several domains in contemporary

global society, comprehensive study of the language is imperative.

Speaking is the capacity to engage in verbal communication with people utilizing language. In the context of language acquisition, speaking denotes the ability to express words, sentences, and ideas in the target language with precision and fluency. Herliani (2013) asserts that speaking is a crucial linguistic skill that foreign language learners should strive to attain. Factors such as context, participants, and

**Vol 7, No.2 (2024): ESTEEM**

communication objectives influence the shape and meaning of spoken language.

Proficiency in English will become imperative for several individuals, particularly those participating in formal schooling or English courses. Students are increasingly preferring sessions focused on English conversation. Effective communication necessitates a comprehensive understanding of several components, underscoring the intricacy of linguistic abilities. Students often find it challenging to attain proficiency in their second language. Students should develop the ability to talk, particularly for direct communication, in the classroom. Students can disseminate knowledge and articulate their viewpoints through verbal communication (Crisianita & Mandasari, 2022).

Vocabulary, often termed lexicon, constitutes a compilation of words, generally encompassing those known by an individual or those intrinsic to a language. Vocabulary is emerging as the primary element of language acquisition. Intriguing techniques will be employed for its introduction. Kumalasari (2018) cites Lewis and Hill, stating that learners' attitudes towards the learning process influence their success. Vocabulary in a specific language comprises the set of terms that an individual is acquainted with and use. This entails the ability to recall and utilize words in speaking, writing, or reading, as well as understanding their meanings and employing them appropriately in context. Expanding one's vocabulary involves

understanding antonyms, synonyms, and the various contexts in which words can be utilized in conversation. Mastery of vocabulary is essential for cultivating articulate and functional language skills.

A game is a structured activity or kind of relaxation usually undertaken for enjoyment, amusement, or entertainment. It involved participants, referred to as players, who partake in competitive or cooperative challenges, typically regulated by a defined set of rules or objectives. Games can manifest in diverse formats, encompassing physical activities like sports and cognitive challenges such as board games, video games, and puzzles. The essence of every game is in its rules, which delineate the dimensions and constraints governing the interactions between students and the teacher. These regulations delineate limits, specify allowable activities, and define the criteria for attaining victory or success within the game's structure. Rules ensure fairness and give structure, facilitating orderly gameplay and enabling participants to comprehend their responsibilities and interactions within the game environment.

In the game Guess the Word, participants must utilize the given information to deduce particular words or phrases. These games typically include providing participants with clues to deduce the word or phrase in question, including definitions, synonyms, antonyms, or other descriptors. These games can be played individually or collectively, and they are often utilized for entertainment or instructional

**Vol 7, No.2 (2024): ESTEEM**

purposes. The benefits of the “Guess the Word Game” include a) interactivity and enjoyment, b) enhancement of concentration and focus, c) stimulation of creativity and critical thinking, d) expansion of vocabulary. This research aims to assess the impact of the game “Guess the Word” on enhancing the English-speaking skills of seventh-grade students at Junior High School 30 Palembang. This project aims to enhance student engagement in English learning through game methods, so facilitating more effective improvement of their speaking skills, particularly for those with less interest in the topic.

Based on the previous explanation, the writer decided to conducted research entitled **“Using Guess the Word Game in Enhancing the Speaking Ability of Seventh Grade Students at State Junior High School Number 30 Palembang”**

**2. LITERATURE REVIEW****Concept of Speaking**

Speaking, within the realm of language and communication, denotes the capacity to articulate thoughts, ideas, and information vocally through spoken language. It involves the ability to produce and articulate sounds, words, phrases, and sentences fluently and accurately for meaningful interactions with others. Speaking encompassed both linguistic and communicative competencies, incorporating pronunciation, grammar, vocabulary, and discourse management. In addition to linguistic skill, effective speaking involves non-verbal clues, like gestures,

intonation, and facial expressions, which convey meaning and improve communication. The notion of speaking differs among many languages and cultures, shaped by social conventions, communication styles, and conversational tactics. Mastery of spoken language is essential for daily interactions, academic presentations, professional discourse, and cultural assimilation. Consequently, the development of speaking abilities necessitates practice, exposure to varied linguistic contexts, feedback, and tactics aimed at enhancing fluency, clarity, and communicative efficacy in verbal discourse. Bygate (as mentioned by Fatriciya, 2022) identifies two components of speaking skills: production and interaction skills. In manufacturing, talent refers to the capacity to operate without temporal constraints or limitations in interaction. Interaction skills are fundamental for initiating and responding in communication, essential for effective communicators.

Speaking denotes the capacity for verbal communication via a language, encompassing the skills required to articulate thoughts, ideas, and information effectively through spoken expression. It encompasses both language components, including vocabulary and syntax, and non-linguistic factors such as tone, gestures, and facial expressions, which enhance imparted meaning and facilitate interactive communication with others. Proficient speaking skills require practice, exposure to diverse linguistic

**Vol 7, No.2 (2024): ESTEEM**

contexts, and the enhancement of pronunciation and fluency to ensure clear and successful verbal communication across various social, academic, and professional environments. Various experts define speaking in numerous ways. The act of exchanging ideas verbally is defined by Eliyasun, Rosnija, and Salam as referenced by Putra (2020). Consequently, students who do not engage in speaking exercises during class rapidly lose interest in their studies and lack motivation to practice or improve their English speaking skills. This speaking talent is referred to as the art of oration, a verbal communication strategy that encompasses the expression of thoughts, ideas, and concepts to inform, entertain, or persuade others. As individuals cannot detach from their daily engagements, verbal communication serves as the primary mode of social contact.

Based on the aforementioned understanding, the writer would conclude that the concept of speaking refers to the capacity to convey thoughts, notions, or information verbally. The essence of this concept is that proficient speaking skills encompass the capacity to communicate with clarity, effectiveness, and persuasiveness. This encompasses the utilization of suitable terminology, accurate syntax, proper tone, and the capacity to respond effectively to the interlocutor. Refined speaking abilities are essential for becoming an effective communicator in diverse contexts and environments.

**The Nature of Games**

A game is an enjoyable activity. The majority of students take pleasure in participating in gaming activities. Engaging in games may offer numerous benefits beyond mere enjoyment. A considerable number of students discover that engaging in games aids in sustaining their focus and productivity. Play constitutes an activity. A game is a structured activity characterized by a specific aim, established rules, competition among participants, and communication among players through verbal or written language. Richard and Schmidt (as cited in Ningati, 2017). A game is typically characterized as a structured activity of play, regulated by rules and objectives, that fosters an engaging, frequently competitive experience for participants. It entails voluntary engagement in a unique environment, enabling participants to adopt roles or confront problems apart from quotidian existence. Games exhibit diversity in structure, encompassing components such as competitiveness, chance, imitation, and altered perception, as articulated by researchers like Roger Caillois. In addition to amusement, games serve social, educational, and psychological functions, frequently mirroring cultural ideals and human experiences. Games facilitate player engagement in significant activities and the exploration of alternative outcomes through choices, objectives, and structured conflict, so fostering skills, creativity, and strategic thinking. Games provide a secure environment for acclimatizing to new information. When students experience enjoyment, they are more predisposed to take risks, make

**Vol 7, No.2 (2024): ESTEEM**

errors without perceiving themselves as failures, and navigate their initial emotions to integrate them into their daily life. An expert asserts that engaging in games is the most effective method of learning. When a child encounters a novel English term, expression, pattern, or reads an English text while playing a game, they are far more motivated to learn and are far more likely to internalize it than a child who receives the new knowledge from their teacher in advance.

The aforementioned explanation indicates that games are essential for motivating students in the English teaching and learning process. Students are more relaxed when studying English due to their enjoyment and confidence. It provides them with an excellent opportunity to utilize English, and they seem less embarrassed. It provides tasks and stimuli to assist pupils in comprehending and appreciating English.

Based on the aforementioned understanding, the author could conclude that the essence of games is defined by their interactive, rule-governed, and goal-directed framework, which fosters engagement, competitiveness, and enjoyment. In conclusion, games function as potent instruments for education, social interaction, and amusement, cultivating abilities such as problem-solving, collaboration, strategic thinking, and creativity. Their varied formats, encompassing board games and video games, provide avenues for involvement across multiple contexts and age demographics. Moreover, games frequently provide a secure environment

for experimenting and exploration, enabling individuals to assess limits and derive lessons from both triumphs and setbacks. The essence of games embodies their complex function in human experience, integrating aspects of play, challenge, and reward to enhance lives and develop essential abilities.

**Concept of Vocabulary**

A vocabulary comprises words of various types, including verbs, adjectives, and nouns, utilized in diverse language contexts. There exist six categories of vocabulary: word classes, word families, word formation, multi-word units, homonyms, homophones, and homographs. Word classes refer to a terminology employed in morphology, the scientific study of word formation and structure. Word formation is a process in English when words are combined, Kreasi Ads (2022).

Based on the aforementioned understanding, the writer could conclude that the vocabulary is Extensive vocabulary denotes the possession and command of a diverse array of terms within a language. A broad vocabulary enables an individual to speak effectively, articulate thoughts with precision, and comprehend more intricate texts. It enables an individual to modify their speech style according to varying circumstances.

**Guessing Games**

It is a common misconception that learning must invariably be serious, and that when individuals are smiling and enjoying themselves, they are not

**Vol 7, No.2 (2024): ESTEEM**

genuinely acquiring knowledge. Engaging in games is an excellent method for language acquisition while simultaneously enjoying oneself. Merriam-Webster (2024) defines guessing games as activities centered around determining the correct answer, sometimes interpreted metaphorically. The game is generally performed by two participants, where one offers hints while the other endeavors to deduce the fundamental rule. The premise of the guessing game is straightforward: one individual possesses knowledge that another seeks to uncover. The teacher would articulate the rules properly, enabling students to comprehend the game effectively. It also renders their practice more enjoyable.

Based on the aforementioned understanding, the writer might conclude regarding the game. "Guess the Word" is an engaging game that enables participants to assess and enhance their vocabulary and reasoning abilities. Players would deduce the words the other individual is contemplating through given hints or riddles. The endeavor necessitates creativity, reasoning, and communication to accomplish the objective of resolving the mystery. These games are not only enjoyable but may also serve as a valuable educational resource for enhancing vocabulary and developing critical thinking abilities.

**3. RESULTS AND DISCUSSION**

Quantitative methods denote a collection of techniques and approaches employed in research and analysis that

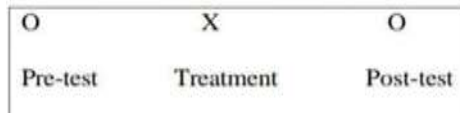
concentrate on quantifiable variables and investigate relationships through numerical data. These methods are distinguished by their focus on measurement, mathematical modeling, and statistical analysis to extract insights and formulate conclusions from data. Quantitative approaches are essential in disciplines such as economics, sociology, psychology, and natural sciences for hypothesis testing, predictive analysis, and outcome evaluation with accuracy and impartiality.

They encompass stringent data gathering techniques, such as surveys, experiments, and observational studies, frequently employing statistical software for data processing. Results derived from quantitative approaches are generally conveyed through numerical summaries, charts, and statistical tests, allowing researchers to generalize findings, identify patterns, and make educated judgments based on empirical data. Consequently, quantitative approaches offer an organized and methodical framework for addressing research issues and comprehending complicated phenomena in a measurable and replicable way. According to Frankel and Wallen (2008), teachers, principals, and supervisors are examples of professionals who are also practitioners of action research. Collaboration is essential for doing research due to their lack of proficiency in the methodologies. Identify concerns and opportunities initially, then formulate action plans, evaluate them, and produce results. Collaborating with individuals who will be evaluated is as vital for the writer. The teacher would collaborate with

**Vol 7, No.2 (2024): ESTEEM**

administrators, supervisors, colleagues, and the students who are the subject of the classroom action research. The author employed the one-group pre-test and post-test design. The design is as follows (Fraenkel et al., 2014):

The One-Group Pretest-Posttest Design

**Technique Analysis Data**

To found difference of students' score in used guess game, the writer used pre-test and post-test. After getting the data from pre-test and post-test writer analysed the data by using statistic calculations of the t-test formula with the significant degree 5%. The formula was:

$$t_{\text{obt}} = \frac{\bar{X}_1 - \bar{X}_2}{S_D}$$

In which:

t: Value

X1: Average score of post-tests

X2: Average score of pre-tests

SD: Standard error of differences which can be calculated by the following formula:

$$SD = \frac{SD}{\sqrt{n}}$$

In which:

SD: Standard deviation of the differences

N: Number of samples

SD: Standard deviation can be obtained by using the following formula:

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}$$

In which:

SD: Standard deviation

D: The differences between the scores of the pre- test and post-test

n: Number of samples

**4. RESULTS AND CONCLUSION****The Score of the Students in the Pre-Test**

In analysing students' scores on the pre-test, the writer was assisted by the English teacher at Junior High School 30 Palembang to provide assessments to students. The score on the pre- test was 58 obtained by one student. The lowest score obtained by students on the pre-test was 12 which was also obtained by one student. The average student score on the pre-test was 34.028. The student scores obtained by the writer and teacher are divided into 2 tables. Student score information on the pre-test is shown in the table below:

The Students' Scores in the Pre-Test

Vol 7, No.2 (2024): ESTEEM

No	Pre-Test Score										Sum	Mean
	Rater 1 (Teacher)					Rater 2 (Researcher)						
	V	P	G	F	T	V	P	G	F	T		
Arhamyah	7	8	5	5	25	7	7	8	6	26	51	25,5
Aisyah	14	15	12	14	55	15	17	13	14	59	114	57
Amanda	7	8	8	5	28	8	7	7	8	30	58	29
Asiya	10	9	10	9	38	9	9	10	10	38	76	38
Autia	7	6	7	8	28	6	6	5	7	24	52	26
Cherya	11	10	10	8	39	10	11	8	8	37	76	38
Dinda	7	9	12	11	39	8	8	11	10	37	76	38
Farhan	4	3	3	4	16	3	3	6	4	20	36	18
Ferry	7	3	3	3	12	4	3	3	2	12	24	12
Helia	9	10	8	8	35	9	11	8	9	37	72	36
Kanaya	8	7	8	7	27	8	7	6	8	26	53	26,5
Khaila	9	9	10	8	36	8	9	8	8	29	65	32,5
Ram	8	8	8	5	29	8	8	6	6	24	57	28,5
Fareel	11	11	7	3	32	10	11	6	4	31	63	31,5
Iqbal	8	8	9	7	32	8	8	7	8	31	63	31,5
Alvinio	9	8	8	9	34	8	8	9	8	33	67	33,5
Reyvan	10	9	10	11	40	10	11	11	11	43	83	41,5
Milda	15	16	16	13	62	14	15	17	8	54	116	58
No	Pre-Test Score										Sum	Mean
	Rater 1 (Teacher)					Rater 2 (Researcher)						
	V	P	G	F	T	V	P	G	F	T		
Basyid	7	8	9	9	33	8	8	9	9	34	67	33,5
Arya	6	8	5	6	25	7	8	5	6	26	51	25,5
Riky	10	13	10	10	43	10	11	10	10	41	82	41
Nyayu	12	13	12	12	49	13	13	13	13	52	101	50,5
Pani	8	9	8	12	37	6	8	6	11	31	68	34
Rahmi	9	10	7	8	34	9	10	8	6	33	67	33,5
Raka	10	10	11	9	40	9	10	11	10	40	80	40
Ramadhani	8	8	9	9	34	8	9	9	10	36	70	35
Selena	8	7	7	8	30	6	8	8	8	30	60	30
Soleh	5	7	7	7	26	6	8	8	6	26	54	27
Vika	4	4	7	8	27	8	8	8	8	30	57	28,5
Selma	9	9	10	10	37	10	10	9	10	39	76	38
Vega	7	8	8	9	32	8	8	9	10	35	67	33,5
Harah	10	9	9	9	37	8	8	9	9	34	71	35,5
Husrah	7	7	9	13	36	6	8	9	13	34	70	35
Ilham	11	10	9	9	39	11	10	9	9	39	78	39
Fajar	10	9	10	9	38	9	8	9	9	34	72	36
Total Score: 1225					Total Score: 1219					2450	122,5	

The Score Distribution in Pre-Test

Score Range	Categories	Pre-Test	
		Frequency	Percentage
81-100	Excellent	0	0%
61-80	Good	0	0%
41-60	Enough	5	14%
21-40	Fair	29	50%
0-20	Poor	2	17%

From the table above, it can be seen that the majority of students obtained scores in the fair category. No students obtained scores in the excellent and good categories. As many as 34 students got enough and fair. This fact also shows that 2 students scored in the poor category. Then the total average score on the pre-test was 1225, and the total score from the 2 rater was 2450.

The Score of the Students in the Post-Test

During the post-test procedure, it was discovered that one student had the highest score 85. One student also received the lowest possible score of 41 on the post-test. In the post- test, the

students' average score was 62.47. It was discovered that the pupils' post-test average scores. The pupils' writing proficiency increased. More information about the students' scores was shown in table below:

The Students' Scores in the Post-Test

No	Post-Test Score										Sum	Mean
	Rater 1 (Teacher)					Rater 2 (Researcher)						
	V	P	G	F	T	V	P	G	F	T		
Arhamyah	13	14	10	14	51	13	14	11	14	52	103	51,5
Aisyah	20	21	20	20	81	21	21	21	22	85	166	83
Amanda	15	16	16	13	60	16	15	14	16	61	121	60,5
Asiya	16	17	16	15	64	15	16	13	16	60	124	62
Autia	13	14	12	14	53	14	14	13	14	55	108	54
Cherya	19	18	15	17	69	19	18	16	18	71	140	70
Dinda	15	17	19	18	69	14	15	17	18	64	133	66,5
Farhan	10	11	13	11	45	11	10	11	10	42	87	43,5
Ferry	9	10	11	10	40	10	11	10	11	42	82	41
Helia	17	19	15	16	67	15	18	16	16	65	132	66
Kanaya	13	15	13	15	56	13	13	14	15	55	111	55,5
Khaila	17	18	11	13	59	13	16	14	12	55	114	57
No	Post-Test Score										Sum	Mean
	Rater 1 (Teacher)					Rater 2 (Researcher)						
	V	P	G	F	T	V	P	G	F	T		
Ilham	16	15	16	17	64	15	16	17	16	64	128	64
Fareel	18	18	17	17	70	18	19	18	17	72	142	71
Iqbal	15	16	14	15	60	16	16	15	16	63	123	61,5
Alvinio	18	18	14	15	65	17	18	14	14	63	128	64
Reyvan	18	20	19	17	74	18	20	18	19	75	149	74,5
Milda	21	22	21	21	85	22	21	20	21	84	169	84,5
Fajar	15	16	13	15	59	16	15	13	15	59	118	59
Asiya	14	15	14	14	57	14	15	14	14	57	114	57
Pani	14	15	15	14	58	14	15	15	14	58	117	58,5
Milda	18	18	17	17	70	18	18	17	17	72	142	71
Basyid	10	10	13	10	43	10	10	10	10	40	83	41,5
Asiya	14	15	14	14	57	14	15	14	14	57	114	57
Pani	14	15	15	14	58	14	15	14	14	57	114	57
Raka	13	14	13	14	54	13	13	13	14	53	107	53,5
Ramadhani	18	18	17	16	71	18	19	18	18	74	145	72,5
Selena	14	15	14	14	56	15	15	14	15	60	116	58
Khaila	17	18	17	17	70	17	18	17	17	70	140	70
Vika	13	13	13	13	52	13	13	13	13	52	104	52
Rahmi	14	17	16	16	63	16	17	16	16	65	128	64
Vega	15	15	16	17	63	15	15	15	17	62	125	62,5
Harah	15	14	15	16	60	15	15	14	15	61	121	60,5
Husrah	13	14	14	14	55	13	13	13	14	53	106	53
Ilham	18	17	16	16	67	18	18	16	16	68	135	67,5
Fajar	16	14	17	16	63	16	14	17	16	63	126	63
Total score: 2249					Total Score: 2249					4498	224,9	

The Scores Distribution in the Post-Test

Score Range	Categories	Post-Test	
		Frequency	Percentage
81-100	Exelent	2	6%
61-80	Good	19	53%
41-60	Enough	15	42%
21-40	Fair	0	0%
0-20	Poor	0	0%

From the table it can be seen that the majority got scores in the good category. There were no students who got grades in the fair and poor categories. Then the total average score on the post test is 2249, and 4498 is the total score of the 2 raters.



**The of Normality**

The purpose of the normalcy test is to determine how normal the score distribution is. The Kolmogrov-Smirnov method in IBM SPSS statistic version 29 was used to measure the test, pre-test, and post-test normalcy.

**The Results of Normality of the Post-Test Scores**

	Statistic	df	Sig.
Pre-Test	.135	36	.097
Post-Test	.111	36	.200

The pre-test and post-test have significance levels of 0.097 and 0.200, respectively, according to the results above. Given that greater than 0.05. The significance level, based on the above result, was 0.121. Since it is more than the significance level of 0,05, it may be said that pre- and post- test data have a regularly distributed distribution.

**Test of Homogeneity**

The writer determined that all of the data in the pre- and post-test were normally distributed based on the normality calculation. Finding the data's homogeneity was the next calculation step. Finding out if the data in both groups were homogeneous of heterogeneous was the aim of this computation. To determine the homogeneity of the data, the writer additionally employed IBM SPSS statistic version 29. Below is the homogeneity test result from the pre-test.

**The Results of homogeneity of the Post-Test Scores**

	df1	df2	Sig.
Based on Mean	.078	1	.70
Based on Median	.060	1	.70
Based on Median and with Adjusted df	.090	1	.09.852
Based on Trimmed Mean	.084	1	.70

As a result, it can be said that the data from the pre- and post-tests are homogenous. The homogeneity test result is shown in table 4.6, which also displays the Levene's test significant values for every value raised above 0.05.

**T-Test**

The paired t-test can be used to assess the efficacy of the writer's treatment based on the average scores of the pupils on the pre- and post- tests.

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Post-test	62.432	36	8.1173	1.3189
Pre-test	54.028	36	6.9777	1.1663

This table shows the average score improvement of students after participated in the Guess the Word Game.

Pair 1	N	Correlation	Significance	
			One-Sided p	Two-Sided p
Post-test & Pre-test	36	.902	<.001	<.001

The table above shows a very strong correlation between the pre-test and post-test, indicated a strong relationship between these two sets of data.

Pair 1	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
				Lower	Upper
Post-test - Pre-test	42.633	35	<.001	27.0663	24.9444

In this study, the writer discovered that, at a significance level of 5%, the t-value achieved was 42.633 and the t-table value was 1.689. Given that the tote exceeded the tab's value of the

**Vol 7, No.2 (2024): ESTEEM**

tab, consequently the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. And it indicated that the use of guess the word game was effective in enhance student speaking achievement on the seventh-grade students of Junior High School 30 Palembang.

**5. CONCLUSION**

This study aims to collect empirical data on the influence of a word-guessing game on the speaking proficiency of seventh-grade students at Junior High School 30 Palembang during the 2023-2024 academic year. The findings and discourse from the previous chapter constitute the foundation of the conclusion. The conclusion is thoroughly elucidated in the subsequent paragraph. The implementation of the Guess the Word Game positively influences the improvement of students' speaking skills. This study employed quantitative methodologies and utilized a single class as the sample. The data analysis revealed a substantial enhancement in students' speaking abilities following the implementation of this game, demonstrating its efficacy in boosting the speaking skills of seventh-grade pupils.

According to the findings and discussion in the preceding chapter, it is advisable to implement the Guess the Word Game in the classroom to enhance student speaking proficiency. The students' average post-test scores are 62.472, surpassing their pre-test scores of 34.028, resulting in a gain of 29.444.

The data analysis indicates that, at a significance level of 0.05, the obtained t-value of 42.633 exceeds the t-table value of 1689. Consequently, it can be asserted that t-obtain exceeds t-table, signifying the acceptance of Ha (the alternative hypothesis) and the rejection of Ho (the null hypothesis). The Guess the Word Game is useful for teaching speaking skills and can improve the speaking proficiency of students at Junior High School 30 Palembang.

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**Vol 7, No.2 (2024): ESTEEM**

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