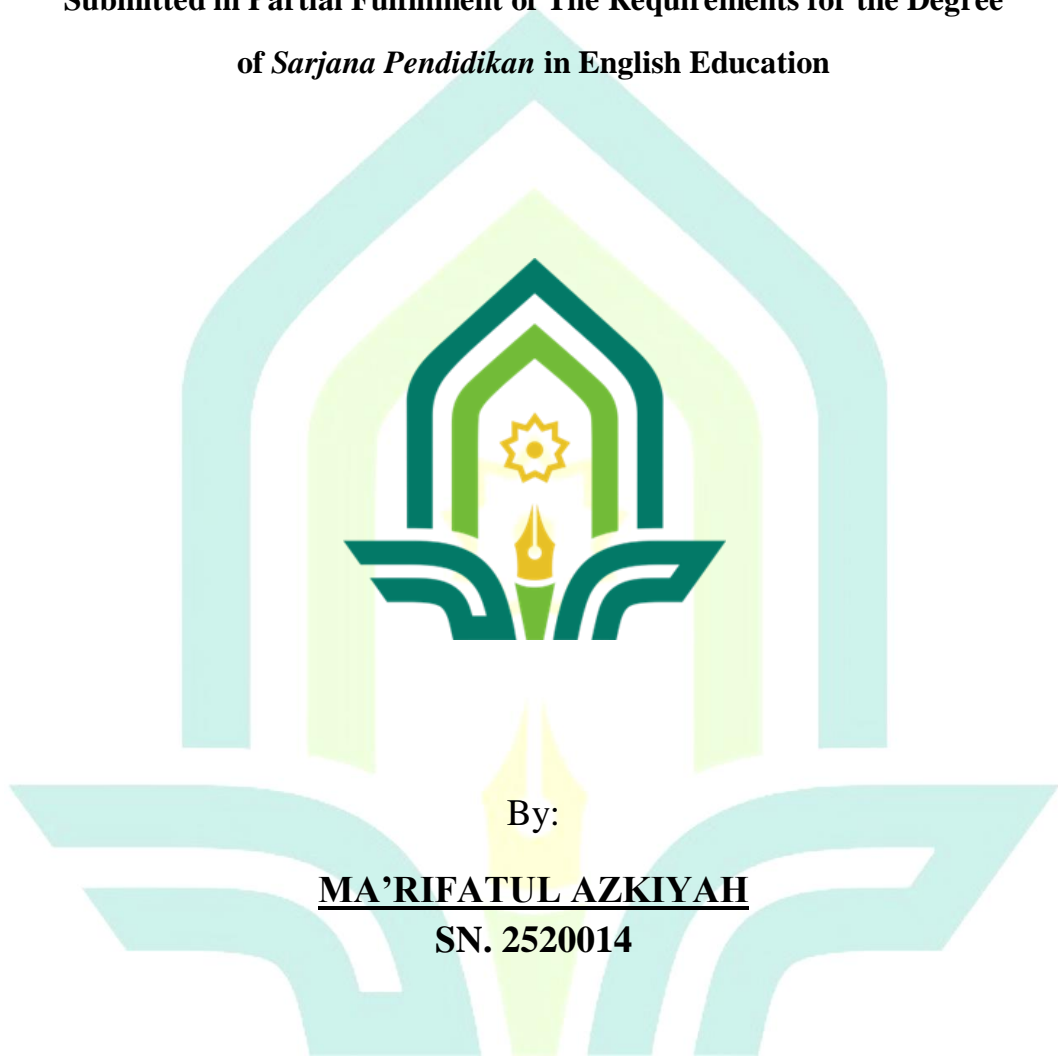


**EFL TEACHERS' EXPERIENCES IN APPLYING GUESSING  
GAMES TO ENGAGE STUDENTS IN SPEAKING**

**A THESIS**

**Submitted in Partial Fulfillment of The Requirements for the Degree  
of *Sarjana Pendidikan* in English Education**



By:

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STATE ISLAMIC UNIVERSITY  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

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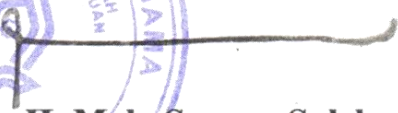
  
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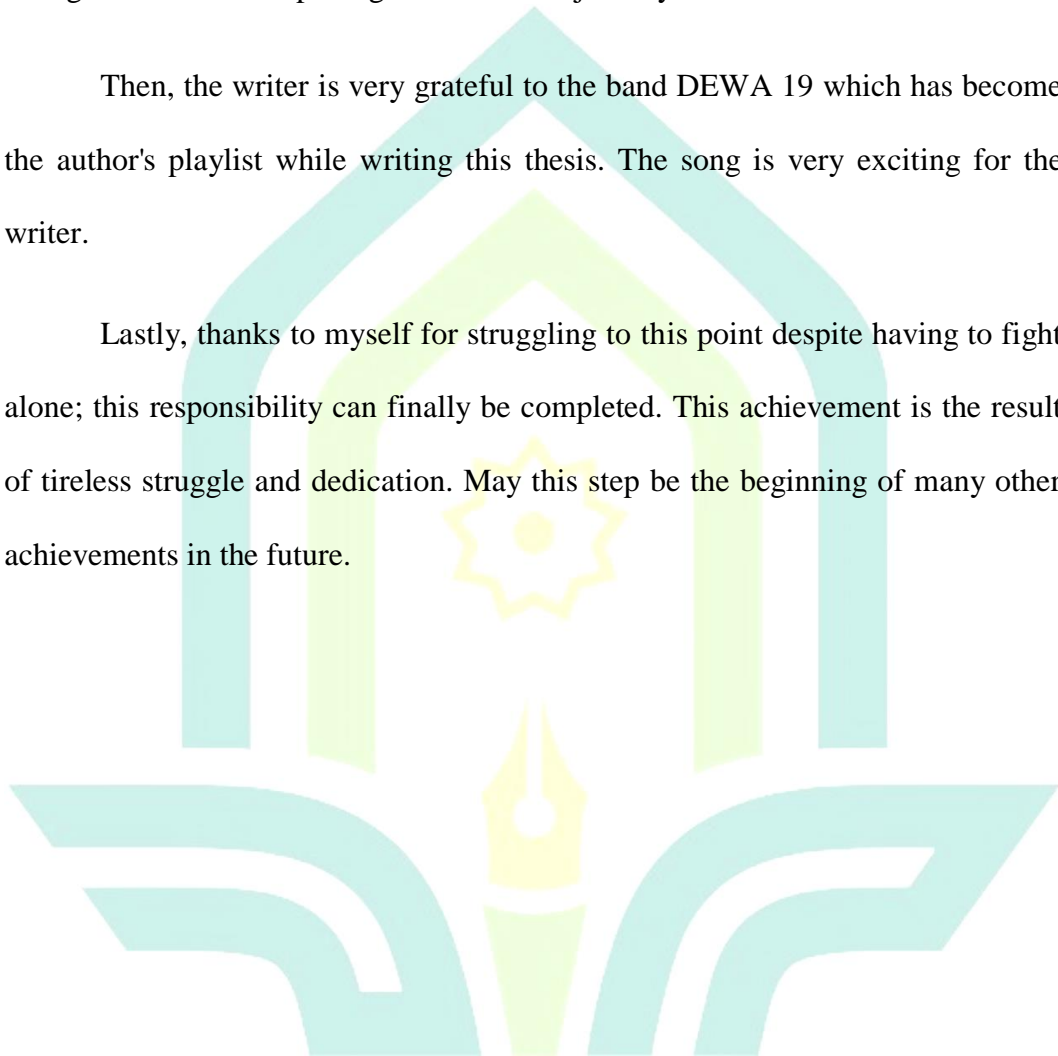
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## MOTTO

*“Maka sesungguhnya bersama kesulitan itu ada kemudahan.*

*Sesungguhnya bersama kesulitan itu ada kemudahan”*

*(Qs. Al-Insyirah, 94: 5-6)*





## ABSTRAK

Permainan tebak-tebakan dapat diterapkan dalam kelas berbicara untuk meningkatkan keterlibatan siswa. Permainan ini mendorong partisipasi aktif dalam berbicara dan membantu siswa melatih kosakata, pengucapan, dan keterampilan komunikasi dengan cara yang menyenangkan. Penelitian ini bertujuan untuk mengeksplorasi pengalaman guru EFL dalam menerapkan permainan tebak-tebakan dalam pengajaran berbicara. Desain penelitian ini menggunakan inkuiri naratif. Dua guru sekolah menengah pertama dipilih sebagai partisipan penelitian. Pengumpulan data dilakukan melalui wawancara semi-terstruktur. Data dianalisis dengan menggunakan analisis tematik. Temuan penelitian menunjukkan bahwa permainan tebak-tebakan menciptakan suasana kelas yang proaktif dan interaktif, mendorong motivasi siswa untuk berbicara, mengembangkan kosakata dan pengucapan, serta mempromosikan kegiatan yang menyenangkan. Temuan lain menunjukkan bahwa para guru juga menghadapi tantangan, seperti ketidakseimbangan partisipasi siswa karena perbedaan keterampilan berbicara siswa, kurangnya kepercayaan diri siswa, dan kurangnya waktu untuk berlatih permainan tebak-tebakan. Penelitian ini diakhiri dengan implikasi pedagogis tentang bagaimana guru EFL merancang kelas berbicara melalui permainan interaktif.

Kata kunci: Berbicara, Permainan Tebak-Tebakan, Pengalaman Guru, Partisipasi Aktif

## ABSTRACT

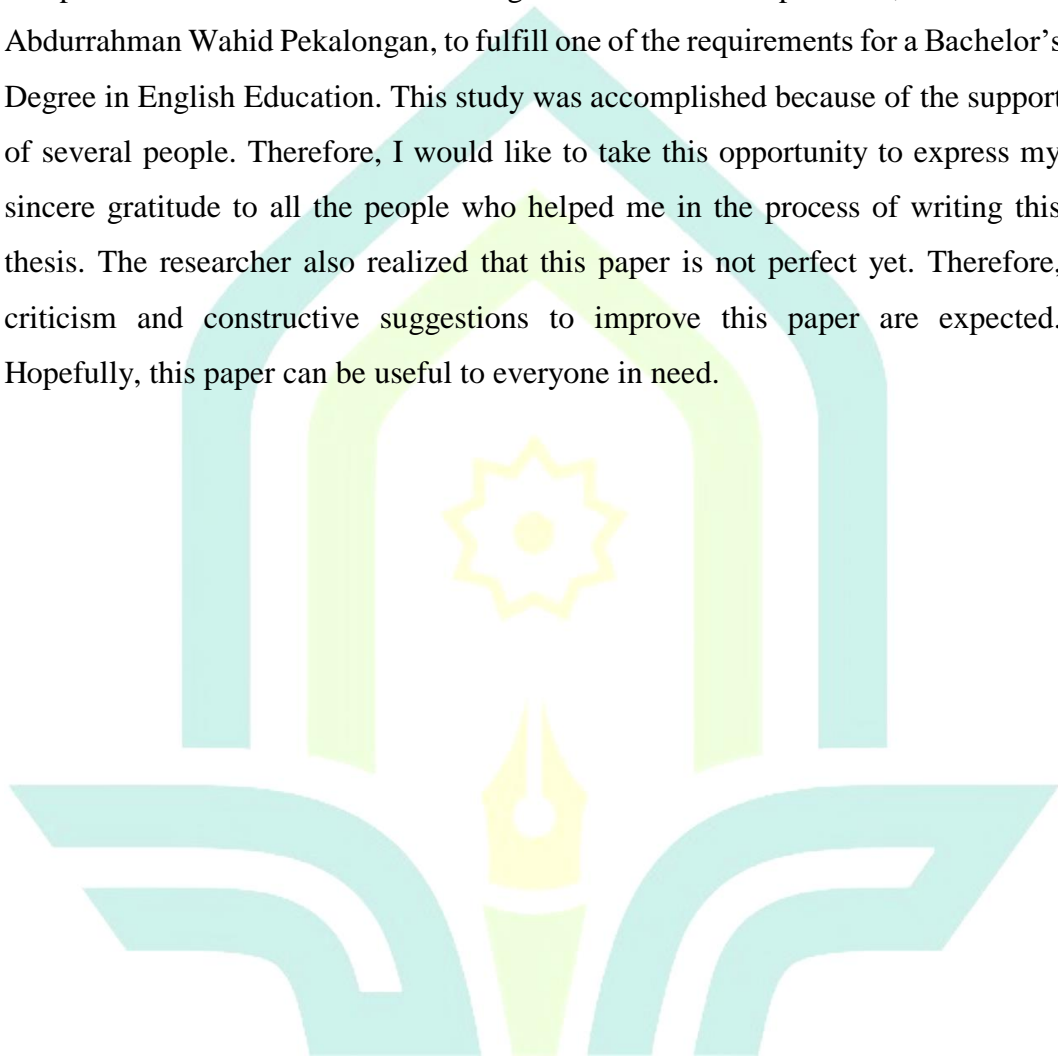
Guessing games can be applied in a speaking class to enhance student engagement. These games encourage active participation in speaking and help students practice vocabulary, pronunciation and communication skills in a fun way. This study aims to explore EFL teachers' experiences in applying guessing games in teaching speaking. The design of this study used narrative inquiry. Two junior high school teachers were selected as research participants. Data collection was done through semi-structured interviews. The data were analyzed using thematic analysis. The findings show that guessing games created a proactive, interactive classroom atmosphere, encouraged students' motivation to speak, developed vocabulary and pronunciation, and promoted fun activities. Another finding demonstrated that the teachers also encountered challenges, such as the imbalance of students' participation due to differences in students' speaking skills, students' lack of confidence, and lack of time for practicing guessing games. The present study concludes with pedagogical implications for how EFL teachers design a speaking class through interactive games.

Keywords: Speaking, Guessing Games, Teacher Experiences, Active participations



## PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled "**EFL Teachers' Experiences in Applying Guessing Games to Engage Students in Speaking**" could be completed. It was submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements for a Bachelor's Degree in English Education. This study was accomplished because of the support of several people. Therefore, I would like to take this opportunity to express my sincere gratitude to all the people who helped me in the process of writing this thesis. The researcher also realized that this paper is not perfect yet. Therefore, criticism and constructive suggestions to improve this paper are expected. Hopefully, this paper can be useful to everyone in need.



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Speaking is an essential skill for students to master when learning English. There is a means for conveying opinions, emotions, and knowledge and promoting social relationships. Speaking is an interactive process of creating meaning that involves delivering and receiving information (Kosar & Bedir, 2014). Thus, it will be challenging for learners to master if speaking skills are not consistently practiced (Zebua, 2019). According to Harmer (2004), encouraging students to speak or use the language they are learning is an important aspect of a teacher's job. The student, not the teacher, requires the practice. However, there are various issues in teaching speaking, includes inhibition, which is the fear of making mistakes, receiving criticism, and being nervous; nothing to say, which is the difficulty for students to find a way to speak, communicate their ideas, or make insightful comments; Low or uneven participation is frequently caused by the ability of some students to dominate the class. Mother tongue use is particularly common in less disciplined or motivated classes, when students find it easier or more natural to express themselves in their native language (Ur, 1995).

Based on my initial interview with two EFL junior high school teachers in Pekalongan and Batang, they mentioned that some students had fear, lack of confidence, and lack of motivation. The students used to become passive

when they are asked to speak. Therefore, the teachers use the games with the aim of creating a supportive learning atmosphere and providing opportunities for students to actively participate in speaking (Personal communication, 2023). According to this statement, the teachers aim to enhance students' speaking skills. Teachers must creatively use various ways to increase students' motivation to learn English and improve their speaking skills (Sari & Amri, 2016).

One of the multiple activities that the teacher can apply involves using games. Using games in the classroom is a way to improve the fun and engaging learning atmosphere. Games are more than just entertaining and motivating; they also offer great exercise to enhance vocabulary, pronunciation, grammar, and the four language abilities (Brewster & Ellis, 2002). Learning a new language might be difficult for some students. This situation may cause frustration. They can feel bored and frustrated in the classroom. Games can enhance and motivate students' learning. The game has the potential to be used in language-learning lessons. Additionally, receiving awards motivates players to win the game. Students may receive practical knowledge from class activities without recognizing it (Sari & Amri, 2016). According to An & Ho (2018), playing games helps students to speak and can help them overcome barriers to speaking. Playing games is one possible activity that helps students feel free to communicate. Games play a role and motivate them to support student learning. Various games, including picture, word, card, board games, guessing games, and story games, can teach speaking.



One of the games that engage students in speaking is guessing games. A guessing game is a game in which the players work as a team or individually to identify an intriguing clue that appears, such as in charades or riddles (Merriam-Webster, 1986). Students are required to engage actively and confidently in speaking class activities to consider how they will talk while teaching speaking through guessing games (Webster, 2001). The guessing games allowed the students to practice speaking, and they were given one chance to speak during the allotted time. Guessing games make students more engaged and excited about learning languages and speaking. According to Dwi (2009), guessing games help students stay engaged in learning. This process promotes a relaxed classroom environment.

To increase student engagement in the study of English, teachers must be proficient in the most appropriate teaching activities to teach speaking. In order to improve students' oral proficiency, teachers need to use a variety of activities. Teachers are reliable for identifying appropriate activities and strategies to satisfy students' needs, objectives, and interests (Rao, 2018). In addition, a teacher should possess teaching experience. Experience is a cumulative and integral aspect of an organism's relationship with its environment rather than a predetermined biological phenomenon (Hohr, 2013). Teachers who have been teaching for an extended period are bound to encounter challenges and necessitate methodologies that are appropriate. Teachers who possess several years of experience are more proficient in classroom management, enabling them to prevent issues and modify teaching

activities. These challenges encourage teachers to consider developing their teaching activities using guessing games. Guessing games have been demonstrated to improve the teaching and learning of speaking in EFL classrooms, making classroom interactions more engaging and effective (Kismullah et al., 2019). By applying guessing games, students are encouraged to express themselves or guess the description using appropriate vocabulary and sentence structures.

Guessing games are included in the speaking activities; this game gives students additional opportunities to practice speaking. In this case, EFL teachers play an active role in teaching speaking by guessing games. The teachers provide their experiences in applying guessing games to engage students in speaking. Based on the information above, the researcher is interested in conducting a deeper investigation of the teachers' experiences in applying guessing games to engage students in speaking.

## **1.2 Formulation of the Problem**

Regarding the above mentioned issues, this study tries to answer the following question: "What are the teachers' experiences in applying guessing games to engage students in speaking?"

## **1.3 Operational Definition**

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Notoatmojo (2012) defines two kinds of experiences: positive and negative. Teacher experiences positively correlate with student achievement gains over their career (Kini & Podolsky, 2016).
2. A guessing game is where players compete with other players, either individually or in teams, to identify an object that indicates something obscure (Wright, 2005).
3. Speaking is an interactive activity that involves producing, receiving, and processing information to create meaning (Brown, 2001).

#### **1.4 Aim of the Study**

This research aims to explore the teachers' experiences applying guessing games to engage students in speaking.

#### **1.5 Significance of the Study**

1. Theoretical use: This research will contribute to Klippel's (1994) theory on using games in speaking classes and other literature on the use of games in EFL classrooms.
2. Empirical use: The results of this research are expected to offer empirical insight into teachers' experiences using guessing games to teach speaking.
3. Practical use: The results of this research are expected to inform readers about teachers' experiences and the benefits and challenges of combining guessing games into their teaching practices.
  - a. For teachers: The research shares teachers' experiences and provides practical ways for teachers to apply guessing games to engage in classroom speaking activities.

- b. For students: The results of this research can increase students' proficiency in speaking English and give them the opportunity to use guessing games to improve their speaking skills.



## **CHAPTER V**

### **CONCLUSIONS**

#### **5.1 Summary of the Findings**

Based on the findings and discussion research regarding teachers' experiences in applying guessing games to engage students in speaking, it can be concluded as follows:

The teacher's experiences show that guessing games can encourage students to participate and increase motivation to speak actively. The students became more communicative with their group mates, which resulted in the classroom atmosphere becoming more interactive and proactive. When guessing games are implemented in language classes, learning is also more student-centered, meaning that students are allowed to speak, ask questions, and guess. Guessing games also enhance vocabulary and pronunciation; students learn and acquire new vocabulary and pronounce the vocabulary correctly. In a vocabulary through guessing game, students give clues to describe a word while others guess it. This activity, along with repeatedly hearing and saying words, helps improve their pronunciation skills subconsciously. Guessing games can create a lively, interactive classroom environment that shows student enjoyment through interesting activities. They prevent monotonous learning and help students avoid boredom. Applying guessing games into the language classroom not only enriches the

learning experience but also ensures that students remain engaged and enthusiastic, developing speaking skills in a fun way.

There are negative experiences with teachers' challenges in applying guessing games to engage students in speaking. The challenge is that teachers' handling of students' abilities causes an imbalance in their participation in guessing games. Apart from that, students who lack confidence may feel uncomfortable speaking in front of the class or worry. The practice of guessing games to involve all students and develop students' speaking skills certainly takes a long time. Guessing games take a long time, but time for learning English is very limited.

## **5.2 Recommendation**

For EFL teachers, this study suggests that EFL teachers can apply guessing games, as it gives students the opportunity to practice speaking while playing games in front of the class and builds a very active and interactive classroom atmosphere.

For EFL students, they are encouraged to participate actively in every activity given by the teacher. Being active in guessing games can improve their speaking skills and vocabulary. Students should learn to cooperate and collaborate with classmates in various activities to build confidence and communication skills.

For future researchers, this research focuses on teacher experiences in applying guessing games. The other researchers are recommended to have a more diverse range of topics in other games for teaching speaking. As a result,

future researcher will likely involve more participants and examine students' perspectives when guessing games are implemented.



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