

CHAPTER II

TEACHING SPEAKING USED *PAIKEM* THROUGH GUESSING GAME

A. *PAIKEM*

1. The Nature Of *PAIKEM* (Active Learning, Inovatif, Creative, Affective, and Joyful Learning)

PAIKEM is a Model of learning which is a planning or patterns that can be used to design the pattern of teaching in the classroom. Each model point us to design learning help students to achieve the various objectives. As opinions Arends (1997:54), States that "The term teaching model refers to a particular approach to instruction that includes its goals, syntax, environment and management system". *PAIKEM* model is a model of learning and become the guidelines in the Act to achieve the objectives that have been set. With the implementation of learning *PAIKEM*, expected expansion of the range of innovation learning activities to achieve the purpose of participatory, active learning, creative, effective, and fun.

PAIKEM is an acronym that is used in the context of learning. Similar acronym used cool which means active, Happy, innovative and creative. In general it is indeed known as *PAIKEM* i.e., active learning, creative, effective and fun. But along with its development coupled with the development of creative learning, innovative learning. And now better known as the *PAIKEM* that is active learning, innovative, creative, effective and fun.

According to Jamal Ma'mur Asmani (2012:59), *PAIKEM* is an approach that allows learners working on various activities to develop skills, attitudes, and understanding with the emphasis of learning while working, while teachers use a variety of learning tools and resources, including the utilization of the environment, so that learning is more interesting, fun, and effective.

While according to Kadim Abd masaong (2012:168), *PAIKEM* is the translation of the four pillars of education that proclaimed by UNESCO (1999), namely:

- 1) Learning to know, namely studying the science of cognitive aspects in the form of learning;
- 2) Learning to do, namely learning to do as an aspect of the experience and implementation;
- 3) Learning to be, i.e. learning to be yourself be aspects of personality and compliance with the child;
- 4) Learning to life, that is learning to live in the togetherness which is the social aspect of the child;

According to Rusman (2012:322-323), suggests that "learning is a very complex nature have meaning, the study should indicate the fact that learning takes place in an environment of education and teachers also have to understand that students generally have different developmental levels. How to understand material that is taught varies, anyone can master the material more quickly with motor skills (kinesthetic), there are over matter

faster by hearing (auditif), and there is also a master of the material more quickly by seeing or reading a (visual) "

(1) the participatory Learning

Rusman 2012:323 says, "Participatory Learning that is engaging students in learning activities learning optimally. This study focuses on student involvement in learning (child center student center) not on the dominance of teachers in the delivery of material (teacher center) ". So learning will be more meaningful if students are given the opportunity to participate in a variety of learning activities, while the teacher acts as a facilitator and mediator so that students are able to play a role and actively participate in their ability to actualize inside and outside the classroom.

(2) active learning

Active learning is more learning approach involves the activity of students in accessing a variety of information and knowledge to and discussed in the review in the learning process in the classroom, so they get different experiences that can improve understanding and competencies. More than that, the active learning allows students to develop higher-order thinking abilities, such as analyzing and synthesizing, and assessment of the various learning events and apply it in everyday life (Rusman 2012:324). Similar with the above statement, Jamal ma'mur asmani (2012:60).

say, "active learning meant that in any process of learning, teachers must create an atmosphere such that students are actively asking, questioning and posited the idea of "

Active learning has in common with learning self discovery learning, of learning undertaken by students to find your own conclusions so that it can serve as a new value that can be implemented in everyday life.

In active learning, teachers more positioning itself as a facilitator, in charge of providing ease of learning (to facilitate of learning) to students actively involved and play a role in the learning process, while more teachers give direction and guidance, as well as regulate the circulation and the course of the learning process. Melvin I. Siberman (2012:31), suggests that, "learning active rather than just having a good time, even though it's fun activities and can still bring benefits"

(3) Innovative Learning

Shah and Kariadinata (2009:16) innovative Learning can balance the left and right brain function when done in a way to integrate your media/tools especially new technology-based/forward into the learning process. So, there is a mental process, among them build student confidence. The use of learning materials, multimedia software, and microsoft power point is one of the alternatives.

Innovative learning expected to make students critical thinking capacity and skilled in solving problems. Students like these are capable of using the clear reasoning in the process understand something and proficient in taking the options and make a decision. It is possible because the understanding of the interconnection between systems or subsystems related to the problems that it faces. Also seen the ability to identify and find the exact questions that can lead to better problem solving. The information acquired will be *dierangkakan*, analyzed and synthesized so that it will be able to answer those questions well.

Innovative learning is also reflected in the results shown students the communicative and collaborative in articulate thoughts and ideas clearly and effectively through speech/oral and writing. Students with the characteristics of this kind can demonstrate the ability to work effectively in diverse team, to play the flexibility and willingness to compromise in pursuit of a common goal.

(4) Creative Learning

According to Jamal Ma'mur Asmani (2012:60) says, "the creative meant that teachers create learning activities are varied, thus fulfilling the capabilities of students". While according to Rusman (2012:324) says, "the Creative Learning is a learning process that requires the teacher to be able to motivate and bring up the creativity of students for learning to take place, using some of

the methods and strategies that vary, for example, group work, role playing, and problem solving." Creative learning demands of teachers to students, both stimulates creativity to develop skills in thinking or doing something action. Creative thinking always starts with critical thinking, that is, to find and bring forth something that did not previously exist or improve something. The students are said to be creative in able to do something that produces something new activities which are obtained from the results of the creative thinking with make it happen in the form of a new work.

(5) Effective Learning

Melvin I. Siberman (2012:209) says, "effective learning help students recognize the feelings, values, and their attitude." Rusman (2012:325) also says, "learning can be said to be effective if it is able to deliver a new experience to the students make up the student's competence, and deliver them to the goals you wish to achieve optimal". This can be achieved by involving and educating them in the planning, implementation and assessment of learning. The entire students must fully entangled so passionate in learning, so that an atmosphere of learning exactly conducive and directional on the purpose and the establishment of the competence of the students. Effective learning according to student involvement actively, as they constitute the center of learning activities and the

establishment of effective learning competence also needs to be supported by an adequate learning environment and is conducive.

(6) the learning Fun

Learning fun (joyfull instruction) is a process of learning that inside there is a strong relationship between teachers and students, without feeling forced or distressed (not under pressure) (Mulyasa, 2006 in Rusman 2012:326). In other words, learning fun is the existence of a pattern of good relationship between teachers with students in the learning process. Similar to what was said by Jamal Ma'mur Asmani (2012:61), "fun is creating an atmosphere of fun, teaching and learning so that students fully focuses on learning and precipitation time students on the lesson being (time on task) high". The teachers here are positioning themselves as partners of student learning. even in some cases do not cover the possibility of teachers learn from their students. In this case the need created a democratic atmosphere and no load, either the teacher nor the students in doing the learning process.

2. The characteristics, principles and objectives of the *PAIKEM*

Traits or characteristics model *PAIKEM* this is where in every learning process can enable learners. In addition, teachers here are required to motivate and memunculkan creativity of students during the teaching and learning process takes place by means of involving the entire student actively because they were learning activity center. In

learning and learning activities also need to be supported by a conducive learning atmosphere and adequate so that creates a wonderful atmosphere especially for learners.

In principle a learning model of *PAIKEM* students are taught to be able to learn independently through his own experience because of the many children through experience learning through action through direct experience, by enabling many senses that is owned by the child. In addition the principle of interaction also gives the opportunity to students to throw questions, faqs and articulates in accordance with their respective capabilities. In this case the communication is also required, this communication can be done with some form of, among others, suggested presentations, reports, and post the results of the work. As well as the latter i.e. is a reflection, which is done here is to rethink what is done or thought of by children during their study. This is done so that there is goodness in order for them not to repeat the same wrong.

Model *PAIKEM* has a purpose in his assessment by means of assessing the ability of the individual through the specific tasks given, determine needs in learning, help and encourage/motivate students in learning activities, encourage teachers to learn better by creating a learning atmosphere that is comfortable and not boring, determine the learning strategy and improve the quality of education.

3. The Advantages and Disadvantages of *PAIKEM*

a. the advantages of *PAIKEM*

- 1) *PAIKEM* is learning that develop life skills
- 2) In *PAIKEM* student cooperative learning
- 3) *PAIKEM* encourage students produce creative works
- 4) *PAIKEM* encourage students to go ahead to achieve success
- 5) *PAIKEM* appreciate the potential of all students
- 6) Program to improve the *PAIKEM* in schools should be improved the quantity and quality
- 7) learners will be more termotovasi to learn due to the variation in the learning process
- 8) students can better develop itself
- 9) learners are not saturated with pembelajarn in the classroom
- 10) students can solve the problem by making use of the surrounding environment
- 11) Mental and physical learners will be honed optimally

b. Disadvantages of *PAIKEM*

- 1) Teachers should prepare the study more than just a talk, then needed more tools and materials to carry out the study.
- 2) Teacher should have the power of creativity is high to facilitate student learning.
- 3) Teacher should be able to cover all the needs of the students both in terms of mental as well as physical.

4) facilities and infrastructure should be adequate.

4. The application of the model *PAIKEM* (participatory, Active, creative, effective, and fun).

In the process of teaching and learning interactions, a very important factor is the teacher. The teacher is considered important because of its role as implementing the curriculum. A good teacher is a teacher who not only know what is delivered, but also understand and know the students as well as mastering the ways in delivering materials lesson being taught.

According to Zainal Abidin (2011:22-38) in Jamal Ma'mur Asmani (2012; 128-135) to implement the *PAIKEM* encourage students to memorize, pressing the student to ask, through interactive discussions, invite students learn outside the classroom, and developing the creativity of the students.

1) encourage students to memorize

Rote had a major influence on a person's academic People memorized has the power to deepen the understanding and development of thinking more broadly. According to Jamal Ma'mur Asmani (2012) Zainal Abidin in (2011:22-23), memorize and Recbeck very helpful mastery, the maintenance and the development of science. Smart lessons as well as being able to understand the lessons quickly, if he had no attention to memorizing the, often the failure experienced by the students caused by the attitude of the drape on the understanding, without memorizing. Given

the magnitude of the benefits of memorizing this, it is high time the teacher gives great attention on aspects of memorizing. However, it certainly should be regulated in order to verify his strategy can take place in fun and not burden the students.

So it can be concluded that the recitation and memorization is by constantly reading, slowly but surely there will be some who were clinging. It should be balanced with serious memorizing, reading together, there's energy, there's a chance check out the capabilities of hafalannya, and from there an understanding could have more intensive.

2) Measures in the implementation of *PAIKEM*

According to Sulistia Ningsih (2012:3-4) steps in the implementation of *PAIKEM* is:

- a) Teacher divides students four to five members of a small group of no more than five students.
- b) Teacher gives direction in order to later learners choose the Group Chairman, the Secretary, and the rapporteur in a democratic way.
- c) Teacher gives tasks or problems that obviously machined or solved together.
- d) Teachers give the basics of etiquette required in order for the group discussions can run smoothly
- e) Teachers also give direction about the time that will be used in the discussion groups.

- f) Teacher gives direction about the products that will be produced and the level of competence that will be accomplished.
- g) in accordance with the agreed time (learning contract), the teacher asked the group to report on the outcomes of discussions in class discussions led by the class President, directed by the teacher.
- h) Teachers always give reinforcement or praise to the Publisher or the reporter as soon as finished to report results of the work of the group.
- i) after completion of the process of the event the rapporteur, the teacher asked the group to post the results of its work available.

B. Guessing Game

1. Definition of Guessing Game

When doing teaching, teachers sometimes use games as media in delivering the material in order to make it fun. Hadfield (1998:4) defines “game as an activity with rules, a goal and an element of fun”. Another definition says that:

Game are a vital part of a teacher’s equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class

(Harmer, 1991 : 101)

Based on the statement above it can conclude that a game is a form of Art in which participants, in this case the students, make decision in order to manage resources through game tokens in the pursuit of a goal. A game is an activity among two or more independent decision makers seeking to achieve their objectives in some limiting context.

In addition, phillips (1997:85) states that games in the language classrom helps children to see learning English as enjoyble and rewarding. Playing games in the classrom develops the ability to cooperate, to compete without being aggresive, and to be a good loser.

From the definitions above, games can be used to as alternative media in delivering material in tthe teaching and learnig process in order to get students interest and understanding.

There are many types of game. One of them is guesing game. According to webster (2013), guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades). Klippel (1984:31) states that the basic role of guessing game is very simple. One person knows something that the other one wants to find out. He further states “as the person guessing has a real urge to find out something, guessing game are true communication situations and as such are very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement”.

The guessing game is a game in which the word is to guess about some kind of information, such as a phrase, a title, or the location of an object in the card given. From these, guessing game can be used in every level of age. In doing the game, people sometimes make variation of it.

Klippel (1998:31) argues “variation is a vital ingredient of good games. You can try changing the rules of familiar games or doing things in a different order, and you will find that one game idea can be the nucleus of many new games”.

Dealing with the statement above, guessing game is a variation of many kinds of guessing games. In this game, word or picture becomes the thing to be guessed. This game requires students to logically guess what the word or picture is based on the card given.

2. Types of Guessing Game

To have such purposes in teaching speaking, communication activities such as games may become a good solution to help students achieving the target language. The utilization of the games may be proper to engage students to be active in teaching and learning process. Here are activities suggested by doff (1988:90-93):

- a. Guessing Game in which involves;
 1. Guess the question: teacher has a set of guessing game card with simple question. The teacher chooses one card, but does not show to the class, students role is guessing it is in the card by asking questions.

2. Guess the sentence: it similar with the guess the question game, something that differs in is the material or the resource if the first game utilizes pitures, in this game teacher uses sentences.
- b. In formation – gap: an activity in which students have different information. They have to ask questions to each other for the information to obtain their partners information to obtain their partners information by using the target language fully.
- c. information personal exchanging: this activity refers to real communication in which students talk to their friends and ask about the other personalities such as their friends identity, their daily activities; for instance, what time do you usually wake up in the morning?, how do you go to school? and etc.

From those activities mentioned above, the researcher infers that game is effective to be used in teaching English to provoke students to be more communicative.

3. Procedure of Guessing Game

Procedure is the important thing that researcher should know before apply a technique of teaching. Game requires students to logically guess what the word or picture is based on the card will give them. The implementation of word guessing game card is explained as the followings by Doff (1988:90):

- a. The teacher gives explanation about guessing game

- b. The teacher gives a general clue before showing the first part of the card;
- c. The teacher continues the next card, while showing the parts of the word or picture, until the word or picture is guessed;
- d. To guess the word or picture, each team has to send a representative question by raising his or her hand;
- e. When the word or picture is guessed, it is the end of the game;
- f. Then, any guesses correctly awarded a score of 100; and
- g. The last one is a group who obtained the highest score is declared the winner the game.

4. Advantages of Guessing Game

Guessing game is one model of game in which the object is to guess some kinds of information, such as a word, a title and location the object in. Applying Guessing game in teaching and learning activity, there are the advantages of guessing game. According to Harmer (1991:102) advantages of guessing game are:

- a. Guessing games can make students to be more creative and communicative.
- b. Guessing games provide more opportunities for student to express their opinions and feelings.
- c. Guessing games give positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability.

- d. It can provoke students' interaction between student to another student and also students to the teacher because communication derives essentially from interaction.
- e. It give students valuable practice where students are involved.
- f. Guessing games promote students to interact and in interacting they develop their English language skills.

From those advantages; the writer can conclude that teaching English by using games have several benefits not only make students to learn with joyful activity but also stimulate them to speak by which students unconsciously practice their speaking skill. As it is stated by Harmer (1991:102) that “games provoke students to communicate frequently” the more student practice their English, the better they will be.

5. The Effectiveness of Guessing Game

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. To help students ability communicative efficiency in speaking, can use a balanced activities approach with a game.

Game have been shown to have advantages and effectiveness in learning speaking in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually

involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, speaking games bring real word context into the classroom, and enhance Based on the effectiveness above, the researcher used guessing game to teaching speaking in SMP KEMALA BHAYANGKARI especially on eighth grade.

C. Teaching Speaking

Speaking skill is one of skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Nunan (2003) in Dash (2013) says that speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. And speaking is the way in which we express or exchange thoughts and feelings through using language orally.

According to Chaneyin (1998) in Kayi (2006) speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context; it is a fundamental aspect for human communication. In language teaching and learning, speaking is a crucial part that can be used to convey thoughts, emotion or opinion orally. If students speak in confident and comfortable way, they will interact better in real situations (Leon & Cely, 2010).

D. The Nature of Speaking

1. Definition of Speaking.

Speaking in linguistics term has various definitions. Kushartanti (2005:32) defines speaking as set of voices uttered by one and understood by someone

else. It means to deliver thought or opinion. While Florez (1991:261) defines speaking as an interactive process of constructing meaning involves producing, receiving, and processing information. In other definitions, Harmer (1996:14) defines speaking as a form of communication, so a speaker must convey what he/she is saying effectively. In line with these definitions, Carter (1997:4) defines it as “One of the types of composing language, the type that is swift, complicated, frequent and primary, because the language itself is symbolic used by communicators to construct and to convey information.

Furthermore, Bygate (1897) in Leon & Cely (2010) states that speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages. Brown (1994) in Florez (1999) states that speaking and listening are the most often used skills. It indicates that speaking has significant role in daily interaction when someone has communication with other through English (Efrizal, 2012).

2. Purpose of Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

BurNkart (1998) said that language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation;
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction /information exchange) and when precise understanding is not required (interaction / relationship building);
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants); Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Based on some definitions of experts. In general, speaking can be said as the process of delivering an address to utter words or articulate sounds as human being to express thoughts by words. Speaking is also defined as an ability or skill that the learners should have if they want to communicate, to convey meaning and to have a meaningful conversation in English.

In speaking activities there are some problems as Ur (2009:121) states that there are four problems with speaking activities.

- a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, teacher often hear learners complain that they can not think of anything say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

The learners share the same mother tongue, they may tend to use it because it is easier, it feels unnatural to speak to one another in a foreign language, and they feel less 'exposed' if they are speaking their mother tongue.

3. Components of Speaking

Speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. According to Brown (2004:172) there are five aspects or components in speaking skill, they are pronunciation, fluency, grammar, vocabulary and comprehension. Burnkart (1998, in Nazara, 2011:31) asserts that speaking needs three areas of knowledge.

First, mechanical elements of knowledge (pronunciation, grammar, and vocabulary). Pronunciation refers to the production of sounds that we use to make meaning (Gilakjani, 2012:96). The speaker should have good pronunciation to avoid misunderstanding when communicating with people. Harmer (1993, in Gilakjani, 2012) said that need for making sure that students can always be understood and say what they want to say, they need to master good pronunciation not perfect accents. Grammar is the sound, structure, and meaning system of language. Using the correct grammar is important to avoid misunderstandings and to help listeners to understand the speaker easily (Subasini & Kokilavani, 2013: 57). Vocabulary is the words that speakers use to convey or express their idea when they speak. Wilkins (1972, in Ali, Mukundan, Baki & Ayub 2012:25) claimed in his quote without grammar little can be conveyed, without vocabulary nothing can be conveyed. Based on the explanation above, it can be concluded that in speaking the learners use appropriate words in the good and correct sequence and appropriate pronunciation.

Second, the speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information). It means that speakers should know and understand what they say to others.

Third, the socio cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is

talking to, and what the purpose of speaking is. It also can be called a fluency in speaking, which the people use the language quickly and confidently with few unnatural pauses (Nunan, 2003 in Kayi, 2006). By understanding these elements, an individual will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause.

Based on the explanation above, the researcher need to know how far the students mastered their speaking skill, and to reach these goal the researcher need to measure the student's speaking skill based on the four elements of speaking itself, the elements that was measured by the researcher are :

- a. Fluency, as a part of speaking indicates how well or how smooth's a speaker express ideas in terms of sentences. Fluency in speaking is being fluent and it needs intensity or practices, talent, habit, and proper speech. According to Raifsnider (2005), fluent English is a high intermediate/advanced-level course in English as a second or foreign language.
- b. Vocabulary, According to Nunnan quoted by Anggraeni, et al (2003), use select appropriate words, and sentences according to the proper social setting, audience, situation and subject matter is one of activities in teaching speaking. Therefore, it is clearly said that vocabulary or learning the words cannot separated by the speaking activity.
- c. Pronunciation, the way of speaking the language is called pronunciation. It is a set of habits of producing sounds. The habits of producing sound is

acquired by repeating it over and over again and by being corrected when its pronounced wrongly (Gilakjani:2010).

- d. Grammar, using the correct grammar is important to avoid misunderstandings and to help listener to understand the speaker easily (Subasini &Kokolavani, 2013:57).

4. Reasons of Teaching Speaking

Teaching speaking seems so difficult and challenging for english teacher, many activities are implemented in order to increase student ability i spoken English language. The question now is, why does English teacher has to teach speaking in the classroom? For this question, according Harmer (2007:123) actually there are some reasons ;

First, speaking activities provide rehearsal opportunity- chance to practice real life speakig in the safety of classroom. Furthermore, getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. As the result, students will feel as if talk in a real situation.

Second, speaking activities provide feedback for both teacher and learner. It is known that giving feedback to students not only motivates them to do their best in their classroom and to help the teacher to know how well the students get the lesson, but also to know the students' problem during the learning process.

Third, speaking activities help students to activate the various language elements they have learned and stored up to their brain. The more

students practice the target language, the autonomous learner they will be.

As the result, students will be able to speak without very much.

Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom.

