THE USE OF GUESSING GAME TO IMPROVE STUDENTS'

SPEAKING SKILL AT SMP NEGERI 14 PALOPO

A THESIS

Submitted to the English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree of English Education

IAIN PALOPO

By:

HISMADEWI
17 0202 0220

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2022

THE USE OF GUESSING GAME TO IMPROVE STUDENTS'

SPEAKING SKILL AT SMPNEGERI 14 PALOPO

A THESIS

Submitted to the English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree of English Education

IAIN PALOPO

By:

HISMADEWI
17 0202 0220

Supervised By:

Amalia Yahya, SE., M.Hum
Andi Tenrisanna Syam, S.Pd., M.Pd

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2022

CONSULTANT APPROVAL

Thesis Entitled :   The use of guessing game to improve students speaking skill at SMP
Negeri 14 Palopo.

Written By   :

        Name   : Hismadewi

        Reg.Number   : 17 0202 0220

        Faculty   : Tarbiyah and Teacher Training

        Study Program   : English Education

Has been corrected and approved to be examined.
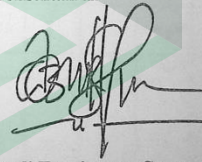
                                           Palopo, 15th November, 2021

Consultan I   **Consultan II**

Amalia Yahya, S.E., M.Hum   **Andi Tenrisanna Syam, S.Pd., M.Pd**

NIP 19771013 200501 2 006   **NIP 19860423 201503 2 005**

NOTA DINAS PEMBIMBING

Palopo, 21 April 2022

Lamp :-

Hal :

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum wr,wb.

Selain melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Hismadewi

Nim : 17 0202 0220

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The use of guessing game to improve students speaking skills at SMP Negeri 14 Palopo.

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak untuk diuji cobakan pada ujian / seminar hasil penelitian

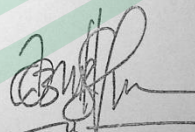Demikian untuk diproses selanjutnya

Wassalamu'alaikum Wr, Wb.

Consultant I

Consultant II

Amaliyah Yahya, SE., M. Hum

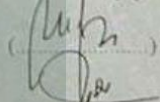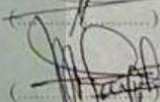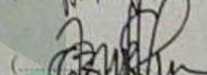NIP.19771013 200501 2 006

Andi Tenrisanna Syam, S.Pd., M.Pd

NIP. 19860423 201503 2 005

THESIS APPROVAL

This thesis entitles *"The Use of Guessing Game to Improve Students' Speaking Skill at SMP Negeri 14 Palopo"*, which is written by **Hismadewi**, Reg. Num. 17 0202 0220, English Education Study Program of Tarbiyah and Teacher Training Faculty, The State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Wednesday, 8ᵗʰ June 2022 M**, coincided with **Dzulqai'dah 8ᵗʰ 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.
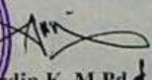
Palopo, June 8ᵗʰ 2022 M
Dzulqai'dah 8ᵗʰ 1443 H

COMMITTEE OF EXAMINATION

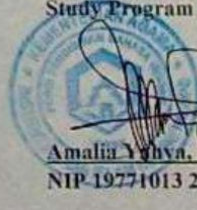|		
1. Amalia Yahya, S.E., M.Hum	Chairman	( )
2. Dr. Jufriadi, S.S., M.Pd	Examiner I	( )
3. Dewi Furwana, S.Pd., M.Pd	Examiner II	( )
4. Amalia Yahya, S.E., M.Hum	Consultant I	( )
5. Andi Tenrisanna Syam, S.Pd., M.Pd.	Consultant II	( )

Approved by

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Nurdin K, M.Pd.
NIP 19681231 199903 1 014

The Head of English Education Study Program

Amalia Yahya, S.E., M.Hum.
NIP 19771013 200501 2 006

PRONOUNCEMENT

Signature by:

Name   : Hismadewi

Reg Numbe   : 17 0202 0220

Faculty   : Tarbiyah and Teacher Training

Study Program: English Language Study Program

With all awareness and consciences, the researcher who signs below, pronounces that this literally work of researcher his self. This thesis not lawful if someday there is not a shared evidence that. This thesis duplicated copied or made by other people wholly or partially.

Palopo, 21 April 2022

Researcher

Hismadewi
17 0202 0220
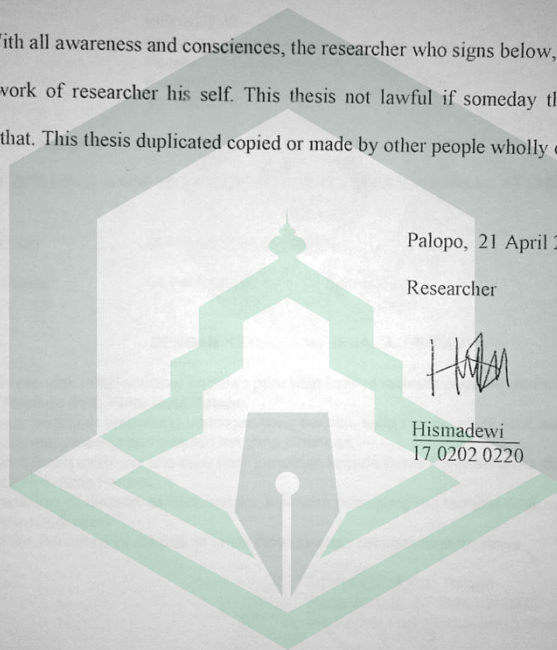
SURAT PERNYATAAN

Nama : Hismadewi

Nim : 17 0202 0220

Kelas : Big D/ X

MENYATAKAN

1. Bahwa naskah skripsi yang saya ajukan untuk di tingkat similarity / plagiasi dengan aplikasi turnitin adalah benarotentik, tanpa rekayasa yang dilakukan secara sengaja untuk mengelabui aplikasi,
2. Bahwa apabila naskah yang saya ajukan kemudian ditemukan unsure rekayasa di dalamnya, maka saya bersedia untuk menerima sanksi administrasi berupa pembatalan hasilujian skripsi saya.

Surat pernyataan ini saya tandatangani dalam keadaan sadar serta penuh tanggung jawabuntuk di pergunakan sebagaimana mestinya.

Palopo, 10 Januari 2023
Yang membuat pernyataan

Hismadewi
Nim : 17 0202 0220

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ للهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلىَ أَشْرَفِ الـمُرْسَلِينَ وَعَلىَ آلِهِ وَصَحْبِهِ أَجْمَعِينَ

Alhamdulillahi Rabbil Alamin, In the name of Allah, the most gracious and merciful. Without blessing and mercy, the researcher would have never been able to start and complete this thesis as one of the requirement for degree of S.Pd at the State Islamic Institute of Palopo on the title *"The Use of Guessing Game to Improve Students' Speaking Skill at SMP Negeri 14 Palopo"*. Peace may be upon to our beloved prophet Muhammad SAW, his family, his companion, and his adherence.

The researcher realizes that this thesis would not have been complete without support, advice, guidance, and comment from many people. Therefore, in this chance, the researcher would like to express special thanks to:

1. Prof. Dr. Abdul Pirol, M.Ag as the rector of IAIN Palopo,

2. Dr. Nurdin K, M.Pd as the dean of Tarbiyah and Teacher Training Faculty,

3. Amalia Yahya, S.E., M.Hum as the chief of English Language Education Study Program of IAIN Palopo who always gives me support and encourages how to be the good students,

4. Amalia Yahya, S.E., M.Hum as the first consultant and the chief of English Language Education Study Program who has given guidance, explanation,

13. Special for everybody who has given the researcher spirit, motivation, support, and encourage to the researcher so that the researcher can finish her study.

Palopo, April 7th 2022

The Researcher,

Hismadewi

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

Hismadewi, 2022. *"The Use of Guessing game to Improve Students' Speaking Skill at SMP Negeri 14 Palopo."* Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by Amalia Yahya and Andi Tenrisanna Syam

This research is concerned about The Use of Guessing game to Improve Students' Speaking Skill at SMP Negeri 14 Palopo. The research question is: Does the use of guessing game is effective to improve students' speaking skill abilities at SMP Negeri 14 Palopo? The objective of the research to find out whether the use of guessing game effective or not to improve students' speaking skill at SMP Negeri 14 Palopo. The population of this research were 60 students of SMP Negeri 14 Palopo in the Eighth Grade in the academic year 2020/2021. In this research, the research applied purposive sampling. This research chose one class as a sample, namely class eight and used pre experimental design. This research chose this class because of the students have the low ability in English knowledge. The result of this research showed the probability was $0.000 < 0.05$. It means that h0 was rejected. There was different mean score of pre test 23.60 and post test 45.47 in this class. In other words guessing game was effective to improve students' speaking skill.

Keywords: Guessing Game, Students, Speaking Skill, SMP Negeri 14 Palopo

CHAPTER 1

INTRODUCTION

A. Background

Speaking is one of the English language skill which is important in our life because that is a way to communicate with each other. It means mastering speaking skill in English is one of the main goals in learning English. As the curriculum stated, one of the objectives of the English subject in Junior High School is that the students are able to use that language to communicate with others in all contexts. Meanwhile, Burns (2012:37) believes that learning a foreign language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules. [1]

Speaking is one of skill in English that should be given attention by students if they want to interact with another people by using English. The function of speaking is to express an idea, someone feeling, thinking in their surroundings. Speaking is one of the language arts of talking as a means of communication interaction with someone, and it is very difficult to master it. Speaking skill has a close relationship with listening skills. In speaking activities, the students must be listening and speaking up because speaking is not only remembering and memorizing the sentence in writing, but speaking is also spontaneous to show the students ideas orally. Speaking is the process

---

[1]Devi Nurul Aulia, *The Use of Guessing Game to Improve Students Speaking Skills of the Seventh Grade of MTS IBNU MA'SUD 01 JAMBU in the Academic Year (2019)*, P.1

of building and sharing meaning through the use of second language learning and teaching. It means students should be able to communicate with each other to get or share information and express what they feel. [2]

After conducting pre observation, the researcher found some problems in the eighth grade of students SMPN 14 Palopo. One of the problems is their teacher said the students know some vocabulary but they cannot speak or practice because the students are not confident or they are still shy to speak English with their friends when the learning process in the class. The other problem is some of the students do not have an interest in learning speaking because they think that speaking English is too difficult to apply in conversation, and it is still difficult to develop their ideas when they speak English.

Another problem faced by students is to pronounce the word. According to the students, speaking is very difficult because of the pronunciation of the words. The students think that learning English is very difficult, they are easily bored and lazy to learn, they have less confidence and often be shy and just keep silent during the learning process because the students are not familiar with English and it is different from Indonesian, and then the lack of practicing.

So the problem is how to teach students to improve their speaking skills because teaching speaking for junior high schools requires an understanding of and different strategies so that students feel fun and comfortable and active

---

[2]Mardiana.*Teaching Speaking Skill by Using Puppet Play at the Tenth Grade Students of Madrasah Aliyah Negeri (MAN) Palopo*, p. 1

in class. In this case, the researcher uses a guessing game in learning to speak. By using descriptive text, students can improve their ability to speak, and it is easier for students to practise by using the guessing game.

The guessing game is one kind of game in which the participants compete individually or in terms of identifying something that is indicated obscurely (Wright, 2005:169). According to Klippel (1994),"Everybody knows guessing games. It is not only children that like guessing games; adults like guessing games too, as shown by many popular TV programmers. He adds"Guessing games are a true communicative situation, and such are very important to practise a foreign language with fun and excitement." The basic rule of the guessing game is very simple; one person knows something that another one wants to find out. Based on this definition, it can be concluded that a guessing game is a game in which a person knows something and competes in a team or individually to identify or find out the answer. This game is a useful teaching technique because it can create a true communicative situation and combine the language practice in a fun and interesting ways. Dwi (2009:16) said that the guessing game gives students the opportunity not to feel bored during the learning process.[3] Based on the explanation above, the researcher is interested to conduct the research "The Use of the Guessing Game to Improve Students' Speaking Skill at SMP Negeri 14 Palopo".

---

[3]Puspitasari, Zully Zulaikho.*The Effect of Using Interactive Guessing Game Technique of Fluency Students Speaking Skill*, p. 3

B. Research Question

Based on the bacground above, the researcher formulated the research question as follows: Is the use of guessing game effective to improve students' speaking skill at SMP Negeri 14 Palopo?

C. Objective of the Research

The objective of this research was to find out whether the use of guessing game effective or not to improve students' speaking skill at SMP Negeri 14 Palopo.

D. Significances of the Research

The result of this research were expected to give both theoritical and practical benefits as follow :

1. Theoretically

The research is expected to give a positive contribution to the theory of English language teaching, especially teaching speaking skill.

2. Practically

    a) For teacher

    The result of this research is hopefully useful as input of teacher teaching speaking, gave more experience and motivation as input which could be expended into various strategies in teaching and learning

process, the teacher could reflect and reform his way of teaching in order to make it more interesting and succesfull.

b) For students

The result of this research was expected to make students have higher motivation in expressing and communicating their English in speaking and students may have good skill in speaking if students always practice in their daily activities. Students that have problems of speaking can be used it as input and idea in improving speaking skill.

c) For researcher

This research can be reference to conduct further research related with implementation of interactive Guessing game as technique in teaching speaking class in junior high school. The researcher believes that the result of this research had not perfect yet. So, the researcher hopes that future researcher who will conduct same research by applying interactive guessing game technique can be better and complete this thesis.

E. Scope of the Research

This research focuses of using a guessing games to improve students' speaking skills such as describing things and places. Speaking skills emphasized accuracy, fluency, and comprehensibility.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are some previous research which is used in this research. The researcher takes some as previous research comparison. Paramitha (2020) conducted research is entitled **"**The effect of guessing game on student's speaking ability at SMP "Plus**"**Darus sholah jember**.** This research uses quantitative-experimental research. This research is aimed to know and to find out if the use of guessing game gives effect on students speaking ability at seventh grade students of SMP "plus'' Darus sholah jember in the academic year 2020. This research used two classes for studied, the experimental class and, the control class. The use of guessing game only given to the experimental class, and the control class taught without any methods or any treatment.[4]

The similarity between this study and the above is that both of them use the guessing game method to teach speaking.The difference between this study and the research above is that the research above used quantitative experimental research and took two classes for data collection, namely the experimental class and the control class, while this study used pre-experimental and used pre-test and post-test in collecting data.

Rahayu (2019) conducted research entitled **"**Teaching and Learning Speaking Through Guessing Games Tecnique**"** The result of this study showed

---

[4]Paramitha.*The Effect Of Using Guessing Game on Student's Speaking Ability at SMP "Plus" Darus Sholah Jember.* 2020

that the implementation of guessing games in the speaking class is believed effective to improve student's skills to learn speaking. This research use qualitative methods and used purposive sampling tecnique to determine the sample. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the student's[5]

The similarity between this study and the above is that both of them use the guessing game method to teach speaking. The difference between this research and the research above is that the research above uses qualitative research, while this study uses pre-experimental research. The research above uses observation and questionnaire in collecting data research, while this study uses pre-test and post-test.

Makarim (2018) conducted research entitled **"The Use of Guessing Game in Teaching Speaking Descriptive Text"** . This research was conducted by the aims to the implementation and the student's responds of the guessing game in teaching speaking descriptive text of the sevent students at SMP Sunan Ampel Porong. The reason for using guessing games in speaking class is to give more opportunities for students to practice speaking. This research applied descriptive qualitative method. The subjects of this study were 8th grade students at SMP Sunan Ampel porong. [6]

---

[5]Setianing Rahayu (2019).*Teaching and Learning Speaking through Guessing Games Teqhnique in The Second Semester at the Seventh Grade of Madrasah Tsanawiyah Al-ikhlas Gunugrejo Way Ratai in The Academic Year*.

[6]Makarim (2018).*The Use of Guessing Game in Teaching Speaking Descriptive Text to the Seventh Grade Student at SMP Sunan Ampel Porong.*

The difference between this study and the research above is that the research above uses a qualitative descriptive method, while this study uses a pre-experimental study. The research above uses field notes and questionnaires to collect data, while this study uses a pre-test and post-test to collect data.

Listiani's research (2018) entitled **"The Effectivenes of 'Who Am I'** Guessing Games on Students' Speaking in Descriptive Text"**. The result of this research showed that there is significant effective of 'who am i' guessing games on students speaking descriptive text. It can be seen from calculation of data independent sample test was 0.000 lower than significant level 0.05 (0.000<a=0.05). Thus, it can be concluded that the use of 'who am i' guessing game is effective to improve students' speaking descriptive text. The research expected it can be useful for the people in apart of education like principal, teachers, parents, and students' even the next researcher.[7]

The similarity between this research and the research above is that they both use guessing games and both use experimental research. The difference is that the research above uses two classes, namely the experimental class and the control class, while this study only uses one class.

Puspitasari's research (2018) entitled "The Effect of Using Interactive Guessing Game Technique on Fluency Students' Speaking Skill".The research finding showed that there was a significant difference between experimental group who were taught by using interactive guessing game technique and

---

[7]Laras Listiani (2018).*The Effectiveness of "who am I"Guessing Games on Students' Speaking in Descriptive Text.University of Jakarta.*

control group who were taught by two stay two stray. It means that interactive guessing game technique significantly effects on students' speaking ability. The researcher concluded that interactive guessing game technique gave positive effect on student speaking ability especially in fluency aspect because the mean score of fluency aspect in post test is higher than in the pre test score. Therefore, researcher suggests to the English teacher for implementing of interactive guessing game as an alternative method in English teaching learning process.[8]

The similarity between this study and the above is that both of them use the guessing game method to teach speaking. The difference between this study and the research above is that the research above used quantitative research and used SPSS to collect data, while this study used pre-experimental research and used pre-test and post-test to collect data.

Having explained about previous related research finding of researches, the researcher give state that there are some way to improve student's speaking abilities. It also motivate the researcher to do research by using another way. In this research, the researcher will use guessing games in descriptive text as the teaching technique that concerns to the role of the students and teacher. The students role in the class of guessing games are those they gain stimulus or input from what they hear spoken by the teacher an gain response or output from what they do.

---

[8]Zully Zulaikho Puspitasari (2018). *The Effect of Using Interactive Guessing Game Technique on Fluency Students Speaking Skill. University of Gresik.*

B. Some Pertinent Ideas

1. **Definition of Speaking**

There are some definitions of speaking that have been given by some experts. Speaking is the processing of voice that has meaning to express an idea by using language in communication and give feelings or information to other people. According to Brown (2001), speaking is expressing the mind through saying something and using the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly 7 that occurs in time cannot go back and change, and it is produced and processed online.[9]

Cameron (2001) state"speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking[10]". From this definition, the researcher sees that speaking is a productive skill, speaking is not just saying something through organs, speaking is thingking how to articular our ideas through words.

Moreover, Woods (2005) said that speaking effectively depend very muvh on the speakers ability to interact with interlocutor. Succesfull speaking cannot therefore take place without effective listening skill. Speaker must pay attention to their listener, and adapt their own responses and questions according to the need of the listener. Speaking is an activity

---

[9]Douglas Brown. "*Teaching by principles: An interactive Approach to Language Pedagogy*, (San Fransiso: San Fransiso) University Press. 2001 p.257.

[10]Lia Amalia (2014). *Improving Students' Skill through Speaking Board Games of Grade VIII of SMP 13 Yogyakarta in the academic year* , p. 11

that cannot be apart from listening since when someone speaks, it means that someone else listens. [11]Therefore a speaker cannot neglect the existence of this listener as his partner in doing an interaction.

2. **The Problems in Speaking**

There are several theories about the problem of speaking that researchers previously rose, and they are as follows: from all the research results, it can be concluded that the difficulty of learning English in achieving complete language competence is influenced by the level of language acquisition of each student. This can be seen from the statements of research subjects who are classified as active in the opinion that speaking is the easiest skill. This is in contrast to students who are classified as passive who states that speaking is the most difficult thing to master.[12]

Under the above quotations that the problem in speaking skills is caused by the level of language mastery of each student, this is seen from the statement of the above study subject actively arguing that speaking is the easiest skill. It depends on a basic student, each depending on a student's activation, as described above.According to Ur (1996)that problem are:

a. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face or simply shy that their speech attracts.

[11]Irma Rosalina (2019). *The Effect of Information Gap Technique toward Students' Speaking Ability at the Eight Grade of MTs Wasilatul Huda Ngasem*, p. 10

[12]Fika megawati (2016) *"Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Aktif"* Jurnal Pedagogia ISSN 2088-3833 Volume.

b. Nothing say

The learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

If the commication or learning is in a large group, it means that each one of the speakers will have only very little talking time as only one participant can talk at me if he is to be heard. This is problem compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use

The learners may tend to use their mother tongue because it is easier and if feels unnatural to speak to one another in a foreign language.[13]

According to Ur (1996)four problems on speaking English like inhibition, nothing to say, low or uneven participation, mother tongue use, and that is the opinion of the expert, but we can limit it to focus and serious about teaching English.

According to Brownsome characteristic of difficulties of speaking that can make oral performance easy as in some cases difficult, for example:

---

[13]Corry Ester Margaret Siagin and Shabrina Harumi Pinem (2020) *"Problem to Speaking English Of English Department Student at University of Darma Agung Medan"*Jurnal Littera Fakultas Sastra Darma Agung, p.3-4

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in-breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) ReducedForms

Contraction, elision, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on teaching pronunciation). A student who doesn't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d) PerformanceVariables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate. For examples, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f) Rate of Delivery

Another salient characteristic of fluency is the rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g) Stress, rhythm, and intonation

This is the most importan characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey importan messages.

h) Interaction

As not in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob the speaking skill of its richest component : the creativity of conversational negotiation.[14]

3. Teaching Speaking

Speaking is the capacity by spoken language to communicate messages. Therefore, the teaching speaking activities required good teaching preparation to enhance speaking skills listed with steps. Such as :

---

[14]H. Douglas Brown (2021), *"Teaching by Principles an Interview Approach to Language Pedagogy"*. Second Edition Of San Fransisco State University Logman, p. 270-271

a) Be aware of differences between second language and foreign language learning context.

b) Give students practice with both fluency and accuracy.

c) Provide opportunities for the students to talk by using group work or pair work and limiting teaching talk.

d) Plan speaking task that involve negotiation for meaning.

e) Design classroom activities that involved guidance and practice in booth transactional and international meeting.[15]

4. Aspects of Assesing Speaking Skill

According Heaton (1998) rating scale to value the degree of speaking ability includes accuracy, fluency, and comprehensibility. Based on the statement, the writer divide speaking skill in to three main components, as follows:

a) Fluency

Fluency means speaking easily reasonably quickly and without to stop and pause a lot. Meanwhile, according to Gower et al. (1995)fluency can be thought of as the ability to keep going when speaking spontaneously, when speaking fluently students should be able to get the message across with whatever resources and abilities they have god, regardless of grammatical and other mistakes.

---

[15]Ilham (2011). A thesis on Title *Upgrading Students Speaking Skill through Telling Anecdote Technique at Eleventh Year Students of SMA Guppi Padang Sappa, Palopo*. Sekolah Tinggi Agama Islam Negeri Palopo, p. 16-17.

b) Accuracy

Accuracy is the ability to use target language clearly, intelligble pronounciation, particular grammatical and lexical and accuracy (Brown, 2001) says that achieved to some extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

c) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and reprahasing. Comprehension is excercise to improve one understanding.

Based on the opinion above, the researcher concludes that comprehensibility is one criterion of the speaking assesment which focus on how far are the speakers are able understand what their interlocuter mean when performing speaking.

After knowing the some criteria of speaking assessment by the opinion above, it will be easier for researchers to conduct the speaking assessment of this research in other to data collected.[16]

5. Principle of Teaching Speaking

According Brown (1994) state that there are some component or principle when the teacher wants to apply teaching speaking for example the teacher must be focus on both fluency and accuracy. The second the teacher must provide intrinsically motivating techniques. The third the teacher must encourage the use of authentic language for students. The fourth the teacher

---

[16]Engki Kurniawan (2018). *Upgrading Students Speaking Skill by Using Question Word at SMKN 8 Baebunta*. Institute Of Islamic Studies (IAIN) Palopo, p. 14

must provide appropriate feedback and correction. The last teacher must capitalize on the natural link between speaking and listening.

While according Ramadan (2019) there are six principles in teaching speaking for example:

a) Creating comfortable situation for students,

b) Mastering the condition of class,

c) Using spoken language in teaching to the students,

d) Using speaking topics for the main materials,

e) Attracting the students' attitude,

f) Applying the different types in teaching.[17]

6. The Definition of Guessing Game

Guessing game is one of some game in teaching technique. This game is played by several teams in the class. Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object.[18]According to Hadfield (1084:4) stated guessing game is a familiar varian on this principle. The player with the information deribelatery witholds it, while others guess what it might be.[19]

Meanwhile, according to Webster (1986 : 108), "guessing game is in

---

[17] Ramadan (2019). *6 Principles For Teaching Speaking In EFL Classes - elttguide.com*. Accessed on May 17th, 2022 at 08.45 am

[18]Melsa Dwi Cahyani (2017). *Learning English Vocabulary by Using Guessing Game in the First Semester of Hotel Accomodation the First Grade Students of SMK 3 Bandar Lampung in Academic Year*,p. 27

[19]Sri Wahyuni (2018). *The Use of Guessing Game in Improving Students Vocabulary : A Study At SD Inpers Perumnas Makassar*, p. 12

which participants compete individually or term in the identification of something".[20]

7. The Kinds of Guessing Game

There are some kinds of guessing game. Based on Marsland (2012:22-23)there are many guessing games based on the concept of one person 'knowing', and the rest of the class 'guessing'. These all involve 'yes/no' question. Below, there are some techniques of guessing games that using 'yes/no' question.

a) I-spy means this involves the , knower" giving the first letter of an object he or she can see, and the rest guessing what it is. Each puzzle traditionally begins with the form 'I spy, with my little eye, something with A'. Where 'A' becomes the student's chosen letter.

b) Twenty questions means also known as animal, vegetable, mineral. This involves providing the category of an object, which is one of three heading given above. The guessing game students are then given twenty attempts to learn something about the object before they have to guess what it is. More advancel learners might include the fourth option of 'Abstract' for nouns of emotion, and so on.

c) The coffee-pot game is also frequently used in many language classrooms, and can target any grammatical category, although verbs are particularly suitable. In each question the world „coffee-pot" is used instead of the word

---

[20]Kurniati. *Pengaruh Penggunaan Guessing Game dalam Kemampuan Berbicara Mahasiswa Stain Bengkalis*, p. 5

which the questionaire is trying to guess (and which the "knower" might have written down on a piece of paper).

d) Guess the word is suitable played by the students in the whole class or in the groups. Guess the word can be used for abstract nouns. It involves one player that must give clues related with the word and other studentsin the groups have to guess it. While the other student in the groups try to guess, the player can answer "yes/no" about the right guess.[21]

Based on the explanation previously can be understood that the researcher used part b and part c from the kinds of research in doing the research. The researcher used it because both of parts are familiar with the students' condition.

8. Advantages and Disanvantages of Guessing Game

According to Hidayat (2015:7), the advantages ofusing guessing game technique in teaching speaking as follow :

a) Guessing game can be used as a new technique in teaching and learning process.

b) Guessing game can make the students happy in speaking English.

c) Guessing game create the well condition and enjoyable in the classroom.

d) Guessing game can motive the students to speak English easily.

e) Guessing game can make the students interested in speaking English with try to guess wordin the guessing games activity.

---

[21]Dwi Rahmawati (2016). *The Effectiveness of Using Guessing Game Technique toward the Eight Grade Students' Speaking Skill at MTs Negeri Bandung*, p. 26-27.

f) Guessing game can show the possitive attitudes of each students in the process of learning.

g) Guessing game can enlarge knowledge, enrich vocabulary, receive and send message, and also problem solving.[22]

Based on the advantages of the guessing game above, there are also the disadvantages of it. The disadvantage of using this game will happen if the teacher could not use the time effectively and efficiently.

9. Guessing Game in Teaching Speaking

There is a common perception that all learning should be serious and solemn in nature, and that if ones are having fun and there is hilarity and laughter, then it is not learning. This is a misconception, it is possible to learn a language as well as enjoy onself the sometimes. One best way of doing these is trough games. Games can be applied in teaching and learning English. There are many reasons a teacher uses games in teaching speaking. Games give students a chance to use English orally, it means that students can practise and develop their ability to speak English. Games provide fun and relax while remaining very much within the framework of language learning. It is expected to be shy or slow learners can be active participants to show their ability and find their confidence in communicating in the foreign language. Among many tecniques of guessing game in teaching speaking, guessing game can be

---

[22]Devi Nurul Aulia (2019). *The Use of Guessing Game to Improve Students' Speaking Skills Of The Seventh Grade of Madrsah Tsanawiyah MTs Ibnu Mas'ud 01 Jambu In The Academic Year*, p. 25-26

applied in the teaching of speaking.[23]

Concepts of guessing game can be applied in teaching speaking. According to Lee in Betteridge and Buckby, (1990) there are some guessing game that can be played at various levels, such as:

a) Guess what is it? It is...?

The student's thinghs of an object or a person the class knows the name of, and the other ask question, puting up their hand waiting to be called on :

1) Is a green "Is it Marty's desk ?

2) Is it my face ?

3) Is the pond ?

4) Is it Billy and Peter ?

5) Is the Cinema ?

6) Is it my mother who came this morning ?

7) Is it your book, etc.

The first person guesses correctly takes the thinker's place. After such a game has been succesfully played by the class asa whole, it can be played in groups or even in pairs. The learner who has thought of something may be questioned by member of another, to keep the whole class active.

b) Guess who am I? What is my name?

Everybody imagines him self to be some bodya living well known locally, nationally or internationallyor an historical figures such as

---

[23]Dian Fitriana (2012). *Improving The Speaking Skills through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta In the Academic Year*, p. 31

Napoleon, Ghandy, Julius Caesar, Galileo, Etc. Each makes up sentences about him self, e.g.

1) I live....about.....years ago.

2) I was a king/ poet/ general/ scientist, Etc.

There is not much difficult in guessing, but it should not to be made too easy (e.g. one should not say, if one is shake speare. I lived in Stratford-on Avonand wrote Hamlet.

c) Guess what is there in my bag today ?

Alternatively :

1) What is in my bag today?

2) What have I got in my bag today ?

(This can be teachers or anybody' bag, not doubt specially prepared). The students guess, for instance, there's *an apple / photograph / a mirror / a handkerchief / a ticket / a doll, etc*and the owner of the bag says, *No, there's no a.... or yes, there's a....*and bringsit out and perhaps ask *what colorist it? Is it a bag.....or small...?* At an appropriate level plurals come in naturally here, e.g. *there some.....in my bag.*

d) Guess where is it?

Students turn round the close their eyes while a small object or severall object such as coin, a ring, a sweet, a doll, is hidden. Question :

1) Is it behind the cupboard,

2) Is it in Mr. Claus's bag,

3) Is it mam's desk,

4) In your shoes,

5) Under those books / etc.

Each student makes at least one guess. Statements can be made istead of questions : it is behind the cupboard / in Mr. Claus's pocket, etc.[24]

From the explanation previously can be understood that part of "who am I" and "what is it" is chosen by the researcher in conducting the research. This thing can be like that because both of them are always used by the students in their daily activities.
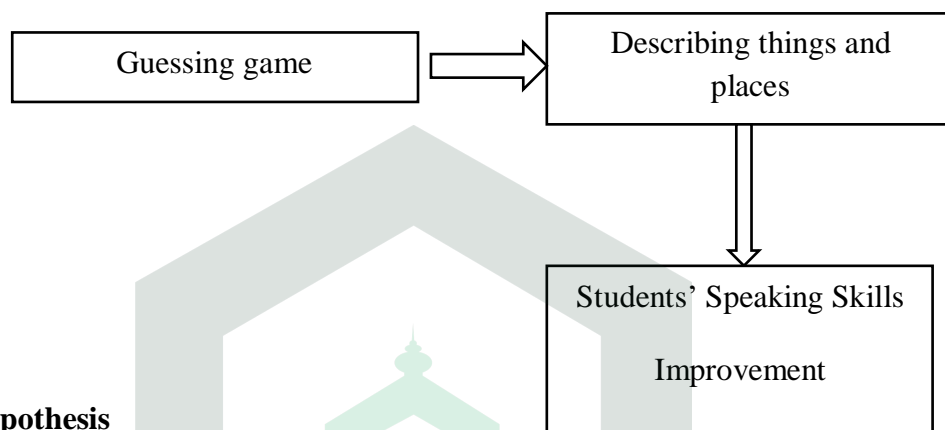
C. Conceptual Framework

Speaking is a basic means of human communication. In the EFL teaching and learning, it has often been viewed as the most demanding of the four skills. There are many factors that may cause speaking to be difficult for most students and also for the teacher. Some of them are related to the students' limited encounter with spoken languages and also opportunities to practice it orally. On the other hand, the teachers also face the difficulties of finding the appropriate activities that can support the English speaking learning process in their class. As a result, often there are not any significant improvements in the students' speaking skill.

Guessing games are designed to be implemented in the English teaching and learning in speaking lesson. The concept of guessing games which give priority to students' involvement and cooperation during the learning process,

---

[24]Setianing Rahayu (2018). *Teahing and Learning Speaking through Guessing Games Tecnique In The Second Smester at The Seventh Grade of Madrsah Stanawiyah Al-Ikhlas Gunungrejo Way Ratai In The Academic Year of 2018/2019*, p. 23-24

gives benefits for the students to improve their speaking motivation, confidence, independence, and social skills. Besides, guessing games also help the teacher to create an enjoyable learning atmosphere which can maximize the effectiveness of teaching and learning process in speaking. To clarify the conceptual framework so that it can be seen in the following draft.

```
┌─────────────────────┐      ┌─────────────────────┐
│                     │ ═══▶ │ Describing things and│
│   Guessing game     │      │       places         │
│                     │      │                      │
└─────────────────────┘      └─────────────────────┘
                                        ║
                                        ▼
                             ┌─────────────────────┐
                             │ Students' Speaking   │
                             │      Skills          │
                             │                      │
                             │    Improvement       │
                             └─────────────────────┘
```

D. Hypothesis

Based on the review of related literature, the researcher formulated the hypotesis such as:

1. h1: (Alternative hypotesis): The use of guessing game is effective to improve students' speaking skill at SMPNegeri 14 Palopo

2. h0: (Null hypotesis): The use of guessing game is not effective to improve student's speaking skill at SMP Negeri14 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Method

The researcher applied pre experimental method. It was aimed to find out the effectiveness of the guessing game to improve speaking skill.

B. Research Design

The research design formula is based on the following :

Table 3.1

Pre-test	Treatment	Post-test
Y1	X	Y2

Y1 : Pre-test

X : Treatment

Y2 : Post-test

C. Time of the Research

This research was conducted from March 3rd until April 4th 2022

D. Variable

1. Independent variable here is variable that can be changed or free in applying in the class. It means that independent variable here is students' speaking skill.

2. Dependent variable here is variable that cannot be changed especially in applying in the class. Therefore dependent variable here is guessing game

E. Population and Sample

1. Population

   The population of this research was the student of SMP Negeri 14 Palopo in the eighth grade (60 students) in the academic year 2020/2021.

2. Sample

   In this research, the researcher applied purposive sampling. The research chose one class as a sample (15 students), namely class eight. The research chose this class because of the students who have the low ability in English knowledge.

F. Instrument of the Research

The researcher used a speaking test consisting of a pre-test and post-test to determine the students' skill to speak before and after being given treatment. For example in the pre test students was asked for to come forward one by one to tell about the topic that had been given by the researcher. After finishing pre test the researcher applied the treatment. After finishing treatment the researcher gave again post test to find out the effectiveness of this method. The question in pre test and post test was same.

G. Definition of Term

1. Nunan (1991) said that speaking is oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways

of presenting information routines contain frequently recurring types of information structures, being either be expository or evaluative.[25]

2. Anggrey (2014) stated that guesssing game is a kind of game to play, that include interactions among of group of people.[26]

H. Procedure for Collecting Data

The data collecting by using the procedure like:

1. Giving pre-test

The researcher conducted a pre-test before apply the guessing game. She gave pre-test to find out how far the students' ability in describing things and places. The researcher got data from students during the pre-test in collecting data. Students take a test with the same topic. For example "Idol"

2. Giving Treatment

In treatment, the researcher conducted four meetings. The steps were as followed:

a) The researcher introduced guessing game to the students,

b) The researcher explained the language pattern for example the rule of material that should be used when identfy things and places,

c) The researcher divided the student's into several groups,

d) The researcher explained what the student's should do with guessing games,

---

[25]Fetawati Puspitorini.*The Influence of Role Play on Student's English Speaking Skill Ninth Grade of SMP Negeri 9 Bekasi (2018)*

[26]Kade Sukerni Ida Ayu.*Developing Students Speaking Skill trough Guessing Games,* p. 59

e) The researcher prepared a picture of the animals.

f) The researcher asked each representative in the group to take a picture.

g) The researcher gave one minute for each group to describe the pictures they took in turn.

h) The researcher asked the group representatives to guess the picture described by their group mates.

i) When the student's can guessed the picture, he or she changed with another student's and acts as the next speaker.

3. Giving Post-test

   A post-test was carried out after the treatment was carried out. The form of the post-test is the same as a pre-test. After giving treatment, the researcher gave a post-test, namely speaking test to find out their improvement of speaking skill. The students explained on the topic. For example "Idol"

I. The Technique of Data Analysis

After collecting the data by conducting pre-test, treatment, and post-test, the researcher then focused on data analysis. There are several procedures that will be carried out by researchers. The procedure was explained as follow :

1. Scoring Students' speaking Test

In analyzing the datathe researcher determined the scoring classification uses profil Heaton which includes Accuracy, Fluency, and Comprehensibility.[27]

Tabel 3.2 The Accuracy Criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but has no serious phonological error. A few grammatical and lexical errors but only confusing
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic grammatical and lexical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

---

[27]J.B. Heaton (1990). *Longman Handbooks For Language Teachers*. London and New York, p. 1003

Table 3.3 The Fluency Criteria

Rating	Fluency
6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly occasionally fragmentary but success in conveying the general meaning fair range expressions.
3	He has to make an effort for much of the time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

Tabel 3.4 The Comprehensibility Criteria

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications require.
5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek clarification.
3	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
1	Hardly anything of what is she/he can be understood. Even, when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. The score has been meant a most extreme score assortment utilizing the accompaying fundamental aquation :

$$Score = \frac{the\ gain\ score}{the\ maximun\ score} X\ 100\%$$

3. Calculating the average score and standard deviation of students speaking test result by using SPSS 20.

J. Validity and Reliability of the Instrument

1. Validity

Muijh (2004:67) state that validity is probably the single most important aspect of the design of any measurement of the instrument educational research. It can be conclude that validity is the process that refers how to make the suitable test measures what it is purported to measure. According Latif (2011: 223) valid means correct.[28] It means that when the researcher claims that the result of students writing assessment is valid, the researchers convinced that the writing assessment result correctly reflects the students' speaking skill. Validity is very important because one of main characteristic of test without having this characteristic a test is not important

2. Reliability

It refers to degree of correctness of the speaking skill assessment results in representing the writing skill being. Reliability of the result of

---

[28] Latif dalam buku Ridwan (2003). *Dasar-Dasar Statistika* (Bandung : Alfabeta)

language skill assessment refers to the preciseness of the language skill assessment result in representing the actual level of the skill of the examinees' (Latief, 2011:212). It means that, reliability of instrument is needed to make sure that the instrument can be consistent if used in other time. Therefore, the instrument as the test is reliable. In this case, before the researcher conduct research in this class, the researcher made a test and then the researcher asked two experts to give correction about this test, such as style, lay out the test, grammar, vocabulary and content. After that, the researcher revises the test. Finally the researcher tried it out to 10 students to know how far the reliability of the instrument. The researcher used SPSS 22 version to account the data collected. So the researcher know whether this test have reliability or not.
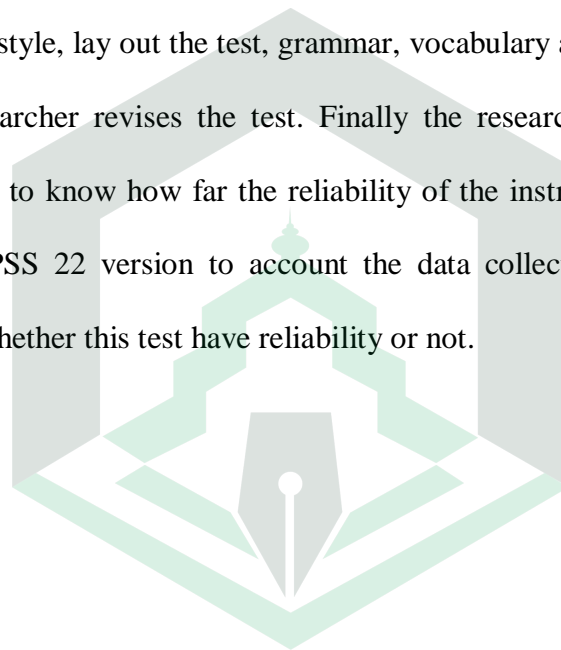
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

These findings consist of result of data analysis especially in pretest and posttest, classification of students' pretest and posttest, descriptive analysis of pretest and posttest, normality test, homogeneity and t test value.

1. Analysis of students' score in tests.

    a) Pretest

    The researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score were calculated using SPSS 20.

Table 4.1 Students' score in pre test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	1	1	1	16
2.	S2	1	2	1	22
3.	S3	2	1	2	27
4.	S4	2	2	2	33
5.	S5	1	1	2	22
6.	S6	1	2	2	27
7.	S7	1	1	2	22
8.	S8	2	1	2	27
9.	S9	2	2	1	27
10.	S10	1	2	1	22
11.	S11	1	1	1	16

12.	S12	1	1	2	22
13.	S13	1	2	2	27
14.	S14	1	1	2	22
15.	S15	1	1	2	22
Total			**Mean Score**		23,6

Table 4.1 previously showed that of pretest scoring in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table also showed the mean score of students' pretest.

The next part researcher also conducted one of the most important parts in this research. The table showed the rate of percentage of students' pretest. The rate of percentage of students' pretest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 4.2 The rate percentage of students' pretest in accuracy

No	Classification	Rating	Pre Test	
			Frequency	**Percentage**
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fairly Good	4	0	0%
4	Fair	3	0	0%
5	Poor	2	4	25%
6	Very Poor	1	11	75%
	Total		15	100%

From the table previously can be understood that no students who got very good, good, fair good, and fair (0%). There were 4 students (25%) who got

poor and there were 11 students (75%) who got very poor. In other words possible all students performed incorrectly on pretest of speaking skill

2) Fluency

Table 4.3 The rate percentage of students' pretest in fluency

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fairly Good	4	0	0%
4	Fair	3	0	0%
5	Poor	2	6	35%
6	Very Poor	1	9	65%
	Total		15	100%

From the table previously can be understood that no students who get very good, good, fair good, and fair (0%). There were 6 students (35%) who got poor and there were 9 students (65%) who got very poor.

3) Comprehensibility

Table 4.4 The rate percentage of students' pretest in comprehensibility

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	0	0%
5	Poor	2	10	55%

6	Very Poor	1	5	45%
	Total		15	100%

From the table previously can be understood that no students who get very good, good, fair good, and fair (0%). There were 10 students (55%) who got poor and there were 5 students (45%) who got very poor.

b. Post test

In this section the researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score. The result was presented in this table:

Table 4.5 Students' score in post test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	**Fluency**	**Comprehensibility**	
1.	S1	2	2	3	39
2.	S2	2	3	2	39
3.	S3	3	2	3	45
4.	S4	3	4	4	62
5.	S5	2	2	3	39
6.	S6	3	3	3	50
7.	S7	2	3	3	45
8.	S8	3	3	3	50
9.	S9	3	3	3	50
10.	S10	3	2	3	45
11.	S11	2	2	3	39
12.	S12	2	2	3	39
13.	S13	3	3	3	50

14.	S14	2	2	3	45
15.	S15	3	2	3	45
	Total		**Mean Score**		**45,47**

Table 4.5 previously showed that of posttest scoring in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table also showed the mean score of students' pretest.

The next session researcher also conducted again one of the most important parts in this research. The table showed the rate of percentage of students' posttest. The rate of percentage of students' posttest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 4.6 The rate percentage of students' posttest in accuracy

| No | Classification | Rating | Post Test | |
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fairly Good	4	0	0%
4	Fair	3	8	75%
5	Poor	2	7	25%
6	Very Poor	1	0	0%
	Total		15	100%

From the table previously can be understood that no students who got very good, good, and fair good (0%). There were 8 students (75%) who got fair and there were 7 students (25%) who got poor.

2) Fluency

Table 4.7 The rate percentage of students' posttest in fluency

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Very Good	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	1	20%
4	Fair	3	6	35%
5	Poor	2	8	45%
6	Very Poor	1	0	0%
	Total		15	100%

From the table previously can be understood that no students who got very good and good (0%). There was just 1 student (20%) who got fair good. There were 6 students (35%) who got fair. There were 8 students (45%) who got poor and no students who got very poor (0%).

3) Comprehensibility

Table 4.8 The rate percentage of students' posttest in comprehensibility

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fairly Good	4	1	20%
4	Fair	3	13	60%
5	Poor	2	1	20%
6	Very Poor	1	0	0%
	Total		15	100%

From the table previously can be understood that no students who got very good and good (0%). There was just 1 student (20%) who got fair good. There were 13 students (60%) who got fair. There was just 1 student (20%) who got poor and no studentwho got very poor (0%).

2. **The Students' Mean Scores of Pretest and Posttest**

Table 4.9 The mean score of students' pre test and post test

			Statistic	Std. Error
Pretest	Mean		23.60	1.154
	95% Confidence Interval for Mean	Lower Bound	21.13	
		Upper Bound	26.07	
	5% Trimmed Mean		23.50	
	Median		22.00	
	Variance		19.971	
	Std. Deviation		4.469	
	Minimum		16	
	Maximum		33	
	Range		17	
	Interquartile Range		5	
	Skewness		.111	.580
	Kurtosis		.417	1.121
Posttest	Mean		45.47	1.641
	95% Confidence Interval for Mean	Lower Bound	41.95	
		Upper Bound	48.99	
	5% Trimmed Mean		44.91	
	Median		45.00	
	Variance		40.410	
	Std. Deviation		6.357	
	Minimum		39	
	Maximum		62	
	Range		23	
	Interquartile Range		11	
	Skewness		1.136	.580
	Kurtosis		1.961	1.121

Based on Table 4.9 above, we can see that the mean score of the pretest was 23.60 and standard deviation was 4.469. Meanwhile, the mean score of posttest was 6.357. The mean score of the pretest was lower than the mean score of posttest. It means that the guessing game can improve the students' speaking skills effectively.

3. The Normality Test

Table 4.10 The normality test of both tests

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest	.240	15	.020	.881	15	.050
PostTest	.196	15	.126	.839	15	.012

h0   : Normal data

h1   : Not normal data

Criteria:

a. h0 is rejected if significant (Sig.) < 0.05 it means that sample distribution is not normal.

b. h1 is accepted if significant (Sig.) > 0.05 it means that sample distribution is normal

4. The Homogeneity Test

Table 4.11 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.753	1	28	.393

h0   : Data has same variant (homogen)

h1   : Data has not same variant (heterogen)

Criteria:

a. If probability (sig.) > 0.05 it means that H0 is accepted

b. If probability (sig.) < 0.05 it means that H0 is rejected

5. T-test Value

Table 4.12 The paired sample test

						t	df	Sig. (2-tailed)
			Paired Differences					
				95% Confidence Interval of the Difference				
		Std. Deviation	Std. Error Mean	Lower	Upper			
	Mean							
Pair 1 Pre Test Post Test	-21.867	3.270	.844	-23.678	-20.056	-25.896	14	.000

From the table previously can be understood that the mean score from pre test and post test was 21.867, standard deviation from this research was 3.270, and standard error was .844. Based on the confidence interval of the difference the lower from this research was -23.678 while the upper was -20.056. The last from the probability sig. 0.000 < 0.05. This thing showed that h0 was rejected.

Hypothesis

h0   : There is no difference of the mean score of pre test and post test

h1   : There is difference of the mean score of pre test and post test

The criteria of taking decision

a. If probability (sig.) > 0.05 it means that H0 is accepted

b. If probability (sig.) < 0.05, it means that H0 is rejected

B. Discussion

Before applying the method the researcher gave the treatment to the expert. This thing is very important to know the validity the instrument. After making the correction the expert gave back to the researcher. After that the researcher made the correction based on expert's suggestions. After all of was complete from the expert, the treatment was ready in using for the students in the classroom.

In this research the researcher used 15 students as sample. Before conducting the research she gave the pretest to them. The aim of the pretest was to find out their prior knowledge and their condition before doing the treatment. The result of the pretest can be seen on the table previously. After giving pretest the researcher gave the treatment to them in order that can improve students' speaking skill. On the last session after giving treatment she gave test again. The name of the test was posttest. The aim of post test is to know the improvement of their speaking skill.

The next researcher analyzed the data dased on the some explanation previously especially from normality test by using Kolmogorov-Smirnov can be understood that variable data of pretest Sig. 0.020< 0.05. It means that variable data of pretest was not normal. While for variable data of posttest Sig. 0.126 > 0.05. In other words variable data of posttest was normal. From Shapiro-Wilkwe can see that variable data of pretest Sig. 0.050 > 0.05. It

means that variable data of pretest was normal. While for variable data of posttest Sig. $0.012 < 0.05$. In other words variable data of posttest was not normal.

For the table test of Homogeneity of Variances was gotten probability score (sig.) $0.393 > 0.05$. It means that sample data was homogent. On the last discussion and it was the most important part from output of paired sample test was gotten probability score (sig.) $0.000 < 0.05$. Based on the fact previously can be understood that h0 was rejected. In other words there was difference score of mean score in pretest and posttest.

The result of pre test was low because the students in SMP Negeri 14 Palopo have low ability in English skill. By looking this condition the researcher was interested to apply guessing game. After applying guessing game the students' speaking skill was improved. It can be seen from the result from mean score and the probability score sig. $0.000 < 0.05$.

This research also had the scope by applying guessing game in improving students' speaking skill. For example in describing things and places. There is the sameness between this research and another research. One of between them was the research from Paramitha (2020) conducted research is entitled "The effect of guessing game on student's speaking ability at SMP "Plus" Darus Sholah Jember. This research uses quantitative-experimental research. This research is aimed to know and to find out if the use of guessing game gives effect on students speaking ability at seventh grade students of SMP "plus'' Darus sholah jember in the academic year 2020. This research used two classes

for studied, the experimental class and, the control class. The use of guessing game only given to the experimental class, and the control class taught without any methods or any treatment

The similarity between this research and previously is that both of them use the guessing game method in teaching speaking. Based on the result guessing game is effective for the students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the findings and discussion previously here researcher concluded especially from paired sample test. The probability was $0.000 < 0.05$. Based on this fact can be understood that h0 was rejected. Therefore there was different mean score of pretest and posttest in this class. By looking this result,the researcher concluded that guessing game is effective to improve students' speaking skill.

B. Suggestions

Based on the conclusion previously, the researcher gave some suggestions, namely:

1. In teaching speaking skill teachers have to use good method so that students can understand easily. One of the method that can be used by them especially in teaching speaking is guessing game,

2. Before applying one method in teaching English especially speaking the teachers have to make the test to find out the students' prior knowledge. One of method that can be used by looking it and also the students' condition. This is very important because every student have different knowledge.

BIBLIOGRAPHY

Amalia, L. (2014*), Improving Students' Skill Through Speaking Board Games of Grade VIII of SMP 13 Yogyakarta In the academic year.*

Aulia, D.N. (2019)*the use of guessing game to improve students speaking skills of the seventh grade of MTS IBNU MA'SUD 01 JAMBU in The Academic Year.*

Ayu, K. S. I. *Developing Students Speaking Skill trough GuessingGames.*

Brown, H.Douglas. (2021). *Teaching by Principles an Interview Approach to Language Pedagogy.* Fransisco: Second Edition Of San Fransisco State University Logman.

Cahyani, M. D (2017), *Learning English Vocabulary By Using Guessing Game In The First Semester Of Hotel Accomodation The First Grade Students Of SMK 3 Bandar Lampung In Academic Year. Lampung*: UIN RadenIntan Lampung.

Douglas Brown. (2021). *Teaching by principles: An interactive Approach to Language Pedagogy*. San Fransisco: San Fransisco University Press.

Heaton, J.B. (1990), *Longman Handbooks For Language Teachers*. London and New York.

Hida. (2015). *The ude of guessing game technique to improve student's peaking ability MTs Darul Hasanah Semarang in Academic Year.*

Ilham, (2011).*A thesis On Title Upgrading Students Speaking Skill Through Telling Anecdote Technique At Eleventh Year Students of SMA Guppi Padang Sappa*. Palopo: Sekolah Tinggi Agama Islam Negeri Palopo(STAIN).

Kurniati, *Pengaruh Penggunaan Guessing Game Dalam Kemampuan Berbicara Mahasiswa Stain Bengkalis.*

Kurniawan, E. (2018), *Upgrading Students Speaking Skill By Using Question Word At SMKN 8 Baebunta. Palopo*: Institute Of Islamic Studies (IAIN) Palopo.

Laras Listiani (2018), *The effectiveness of "who am I"Guessing Games on Students' Speaking in Descriptive Text*. Jakarta: University of Jakarta.

Makarim (2018). *The Use of Guessing Game in Teaching Speaking Descriptive Text to the Seventh Grade Student at SMP Sunan Ampel Porong*.Sidoarjo: STIKIP PGRI.

Mardiana. (2019). *Teaching Speaking Skill by Using Puppet Play at the Tenth Trade Students' of Madrasah Aliyah Negeri (MAN) Palopo.* Palopo:Institut Agama Islam Negeri Palopo(IAIN).

Megawati, F. (2016) *Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Aktif.*urnal Pedagogia ISSN 2088-3833 Volume.

Nugraha, K.M. (2016).*The Improving Of Guessing Game "Who Am I" Technique In Teaching Students' Speaking Skill At MTs Islamiyah YPI Batang Kuis Academic Year.* Sumatra Utara: Universitas Islam Negeri Sumatra Utara.

Puspitorini,F. (2018).*The Influence of Role Play on Students'English Speaking skill Ninth Grade of SMP Negeri 9 Bekasi.*Bekasi.

Rahmawati, D. (2016). *The Effectiveness Of Using Guessing Game Technique Toward The Eight Grade Students Speaking Skill At MTs Negeri Bandung.* Bandung.

Ridwan. (2003), *Dasar-Dasar Statistika Bandung* : Alfabeta

Rosalina, I. (2019).*The Effect of Information Gap Technique toward student's Speaking Ability at The Eight Grade of MTs Wasilatul Huda Ngasem.*

Siagin, C.E.M and Pinem, S. H (2020). *Problem to Speaking English of English Department Student at University of Darma Agung Medan*: Jurnal Littera Fakultas Sastra Darma Agung.

Wahyuni, S. (2018). *The Use of Guessing Game In Improving Students Vocabulary* : A Study At SD Inpers Perumnas Makassar. Makassar: UNHAS Makassar.

Zulaikho, Zully. P .(2018). *The Effect of Using Interactive Guessing Game Technique of Fluency Students Speaking Skill*. Gresik: University of Gresik.

A

P

E

N

D

I

C

E

S
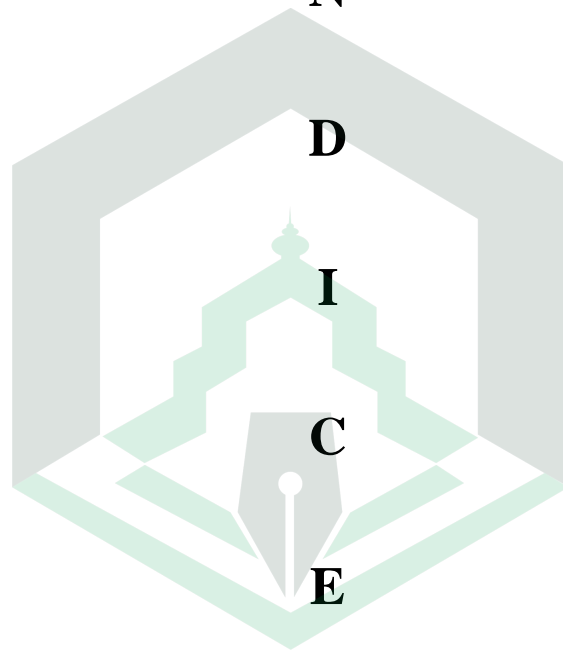
A. Pre -test

Task activity in Pre-test

- Describing one person that role model in your life.

B. Post - test

Task activity in Post test

- Describing one place that very interesting for you.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (1)

Mata Pelajaran   : Bahasa Inggris

Topik Pembelajaran : Descriptive Text (Describing animals)

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mendiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Menahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi benda, sesuai dengan konteks penggunaanya.	3.7.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaanya.
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.	3.8.1 Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
4.8 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.
4.9 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.9.1 Mengidentifikasi nama benda dan karakteristiknya.

C. Tujuan Pembelajaran

1. Siswa di harapkan mampu mendeskripsikan topik-topik yang di berikan.

2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.

3. Siswa diharapkan mampu merespon argument pada topik.

4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang di gunakan pada saat menjelaskan sebuah topik.

D. Materi Pembelajaran

➢ **Fungsi sosial**

Mengenalkan, mengidentifikasi, memuji, mengkritik, menebak dsb.

➢ **Struktur teks** (gagasan utama dan informasi rinci)

Menyebutkan nama hewan dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

E. Metode dan Media Pembelajaran

1. Metode   : Guessing Game

2. Media   : Picture

3. Alat/bahan : Spidol, papan tulis, penghapus.

F. Sumber Pembelajaran

1. Buku bahasa inggris kelas VIII

2. Sumber dari Internet

G. Langkah –Langkah Pembelajaran

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	• Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didk untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	➢ Guru menjelaskan materi tentang deskriptive text ➢ Guru menjelaskan bagaimana cara	60 menitt

	mendeskripsikan benda	
	➢ Guru menyiapkan gambar yang akan di deskripsikan	
	➢ Guru dan pesrta didik mengamati gambar hewan (kelinci)yang akan dideskripsikan	
	➢ Guru dan peserta didik bersama-sama mengidentifikasi gambar hewan.	
	➢ Guru membagi siswa dalam 4 kelompok, terdiri dari 4 siswa untuk memulai praktik berbicara dengan menggunakan guessing game.	
	➢ Guru menyuruh setiap perwakilan kelompok mengambil gambar yang akan dideskripsikan	
	➢ Guru mempersilahkan kelompok mendeskripsikan gambar yang telah mereka ambil secara bergantian	
	➢ Guru memberikan kesempatan kepada kelompok lain untuk menebak gambar yang di deskripsikan oleh kelompok lain.	
Penutup	• Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari.	10 menit
	• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris	
	• Guru mengakhiri pertemuan dengan mengucapkan salam.	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (2)

Mata Pelajaran   : Bahasa Inggris

Topik Pembelajaran : Descriptive Text (Describing animals)

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mendiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai	

bahasa bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Menahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi benda, sesuai dengan konteks penggunaanya.	3.7.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaanya.
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.	3.8.1 Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
4.8 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.
4.9 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.9.1 Mengidentifikasi nama benda dan karakteristiknya.

C. Tujuan Pembelajaran

1. Siswa di harapkan mampu mendeskripsikan topik-topik yang di berikan.

2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.

3. Siswa diharapkan mampu merespon argument pada topik.

4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang di gunakan pada saat menjelaskan sebuah topik.

D. Materi Pembelajaran

➤ **Fungsi sosial**

Mengenalkan, mengidentifikasi, memuji, mengkritik, menebak dsb.

➤ **Struktur teks** (gagasan utama dan informasi rinci)

Menyebutkan ciri-ciri hewan dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

E. Metode dan Media Pembelajaran

1. Metode   : Guessing Game

2. Media   : Picture

3. Alat/bahan : Spidol, papan tulis, penghapus.

F. Sumber Pembelajaran

1. Buku bahasa inggris kelas VIII

3. Sumber dari Internet

G. Langkah –Langkah Pembelajaran

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	• Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didk untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	➤ Guru menjelaskan materi tentang deskriptif text ➤ Guru menjelaskan bagaimana cara mendeskripsikan benda	60 menitt

	➢ Guru menyiapkan gambar yang akan di deskripsikan		
	➢ Guru dan pesrta didik mengamati hewan (monyet) yang akan dideskripsikan		
	➢ Guru dan peserta didik bersama-sama mengidentifikasi gambar hewan.		
	➢ Guru membagi siswa dalam 4 kelompok, terdiri dari 4 siswa untuk memulai praktik berbicara dengan menggunakan guessing game.		
	➢ Guru menyuruh setiap perwakilan kelompok mengambil gambar yang akan dideskripsikan		
	➢ Guru mempersilahkan kelompok mendeskripsikan gambar yang telah mereka ambil secara bergantian		
	➢ Guru memberikan kesempatan kepada kelompok lain untuk menebak gambar yang di deskripsikan oleh kelompok lain.		
Penutup	• Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari.	10 menit	
	• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris		
	• Guru mengakhiri pertemuan dengan mengucapkan salam.		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (3)

Mata Pelajaran   : Bahasa Inggris

Topik Pembelajaran : Descriptive Text (Describing places)

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mendiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Menahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi benda, sesuai dengan konteks penggunaanya.	3.7.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaanya.
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.	3.8.1 Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
4.8 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.
4.9 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.9.1 Mengidentifikasi nama benda dan karakteristiknya.

C. Tujuan Pembelajaran

1. Siswa di harapkan mampu mendeskripsikan topik-topik yang di berikan.

2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.

3. Siswa diharapkan mampu merespon argument pada topik.

4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang di gunakan pada saat menjelaskan sebuah topik.

D. Materi Pembelajaran

➢ **Fungsi sosial**

Mengenalkan, mengidentifikasi, memuji, mengkritik, menebak dsb.

➢ **Struktur teks** (gagasan utama dan informasi rinci)

Menyebutkan nama tempat umum dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

E. Metode dan Media Pembelajaran

1. Metode   : Guessing Game

2. Media   : Picture

3. Alat/bahan : Spidol, papan tulis, penghapus.

F. Sumber Pembelajaran

4. Buku bahasa inggris kelas VIII

5. Sumber dari Internet

G. Langkah –Langkah Pembelajaran

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	• Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didk untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	➢ Guru menjelaskan materi tentang deskriptif text ➢ Guru menjelaskan bagaimana cara	60 menitt

	mendeskripsikan tempat	
	➤ Guru menyiapkan gambar yang akan di deskripsikan	
	➤ Guru dan pesrta didik mengamati gambar pantai yang akan dideskripsikan	
	➤ Guru dan peserta didik bersama-sama mengidentifikasi gambar pantai.	
	➤ Guru membagi siswa dalam 4 kelompok, terdiri dari 4 siswa untuk memulai praktik berbicara dengan menggunakan guessing game.	
	➤ Guru menyuruh setiap perwakilan kelompok mengambil gambar yang akan dideskripsikan	
	➤ Guru mempersilahkan kelompok mendeskripsikan gambar yang telah mereka ambil secara bergantian	
	➤ Guru memberikan kesempatan kepada kelompok lain untuk menebak gambar yang di deskripsikan oleh kelompok lain.	
Penutup	• Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam.	10 menit

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (4)

Mata Pelajaran   : Bahasa Inggris

Topik Pembelajaran : Descriptive Text (Describing Places)

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mendiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Menahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi benda, sesuai dengan konteks penggunaanya.	3.7.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaanya.
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.	3.8.1 Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
4.8 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.
4.9 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.9.1 Mengidentifikasi nama benda dan karakteristiknya.

C. Tujuan Pembelajaran

1. Siswa di harapkan mampu mendeskripsikan topik-topik yang di berikan.

2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.

3. Siswa diharapkan mampu merespon argument pada topik.

4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang di gunakan pada saat menjelaskan sebuah topik.

D. Materi Pembelajaran

➢ **Fungsi sosial**

Mengenalkan, mengidentifikasi, memuji, mengkritik, menebak dsb.

➢ **Struktur teks** (gagasan utama dan informasi rinci)

Menyebutkan nama tempat umum dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

E. Metode dan Media Pembelajaran

1. Metode   : Guessing Game

2. Media   : Picture

3. Alat/bahan : Spidol, papan tulis, penghapus.

F. Sumber Pembelajaran

1. Buku bahasa inggris kelas VIII

2. Sumber dari Internet

G. Langkah –Langkah Pembelajaran

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	• Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didk untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	➢ Guru menjelaskan materi tentang deskriptif text ➢ Guru menjelaskan bagaimana cara	60 menitt

		mendeskripsikan tempat	
	➢	Guru menyiapkan gambar yang akan di deskripsikan	
	➢	Guru dan pesrta didik mengamati gambar gunung yang akan dideskripsikan	
	➢	Guru dan peserta didik bersama-sama mengidentifikasi bentuk gunung.	
	➢	Guru membagi siswa dalam 4 kelompok, terdiri dari 4 siswa untuk memulai praktik berbicara dengan menggunakan guessing game.	
	➢	Guru menyuruh setiap perwakilan kelompok mengambil gambar yang akan dideskripsikan	
	➢	Guru mempersilahkan kelompok mendeskripsikan gambar yang telah mereka ambil secara bergantian	
	➢	Guru memberikan kesempatan kepada kelompok lain untuk menebak gambar yang di deskripsikan oleh kelompok lain.	
Penutup	•	Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari.	10 menit
	•	Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris	
	•	Guru mengakhiri pertemuan dengan mengucapkan salam.	

TRANSCRIPTION

A. PRE - TEST

1. Assalamualikum warahmatullahi wabarakatu, my name is abdul wahab I am describe idol....ee my idol is kak oji he is cool eee his likes play game his is like very handsome.........he is some eeee hi is smart

2. My name ainun zulaika i live lamasi pantai is My name idol is ria ricis, eee.....she is beautiful she is youtuber she is hijabers eeee she is married she is humories.........eee i like ria ricis

3. My name grace i live wai rempa my idol eeee i like betrand peto utra onsu, he is very handsome eeeee he is homories........he heve good voice eeeee he talk and eee he kind

4. My name andri eeee i live campur sari............. eeeee is name cristian ronaldo he handos he is kan kins eeee he..........has black eyes he likes play football

5. My name is atika , i live salu battang my idol is name arham eeeee soccer player eeee...he is handsome he is talk......he is humories eeee...... he is white skin.

B. POST - TEST

1. Assalamualaikum warahmatullahi wabarakatu, my name is ainun zulaika I am going to describe my favorite places is bedroom this room is my favorite place to live. My room is green my room is very clean I have table and chair.

2. Assalamualaikum Warahmatullahi Wabarakatuh. My Name is Abdul Wahab. Here I want to describe my favorite place. It is my home. My home is comfortable for me because it has cool condition.

3. Assalmualaikum. Warahmatullahi Wabarakatuh. My Name is Zulaika. Now I am going to describe my favorite place. My favorite place is my hometown. It is located at Lamasi. The place of Lamasi is very good. It has many rivers and then rice filed.

4. Assalamualaiku. Warahmatullahi Wabarakatuh. My complete name is Andri. I want to describe my favorite place. My favorite place is beach. Especially Bira beach. It has blue water and there are many good places for taking place.

5. Assalamualaikum. Warahmatullahi. Wabarakatuh. May name is Atika. Now I want to describe about my favorite place. My favorite place is my bedroom. It has green wall and it makes me comfortable to do activities there. For example doing my homework from my teacher.

LEMBAR VALIDASI JAWABAN NILAI SISWA

Judul Penelitian : The use of guessing game to improve students speaking skill at SMP Negeri 14 palopo.

Yth Bapak Hasan S.Pd

      Bersamaan dengan instrumen yang sudah peneliti susun, peneliti mohon Ibu Satria Syahruddin S.Pd berkenan untuk menilai dengan memberi tanda centang (√) salah satu instrument dengan ketentuan sebagai berikut:

1. Sangat kurang sesuai
2. Kurang sesuai
3. Cukup sesuai
4. sesuai
5. Sangat sesuai

A. Penilaian Siswa Tentang Kemampuan Berbicara

No	Aspek yang di nilai	Skor					Catatan
		1	2	3	4	5	
1	Accuracy (Ketepatan)		√				
2	Fluency (Kelancaran)			√			
3	Comprehensibility (Pemahaman)				√		

Peneliti:

Hismadewi

Validator:

Hasan S.Pd

LEMBAR VALIDASI SOAL

PRE-TEST

Judul Penenlitian : The use of guessing game to improve students' speaking skill at SMP Negeri 14 Palopo.

Penenliti : Hismadewi

NIM : 17. 0202. 0220

Prodi : Tadris Bahasa Inggris

Petunjuk:

Baerilah tanda cek (√) pada kolom penilaian yang sesuai dengan penilaiain Bapak/Ibu terhadap Soal Isian dan Essay dengan sekala penilaian sebagai berikut:
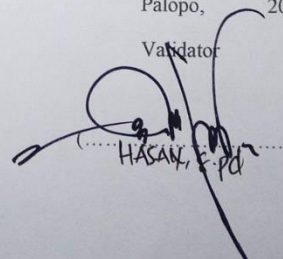
1 : Tidak baik   4 : Baik

2 : Kurang Baik   5 : Sangat Baik

3 : Cukup Baik

No.	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indicator pencapaian hasil belajar .				√	
2	Kejelasan petunjuk pengerjaan soal.				√	
3	Kejelasan maksud dari soal.				√	
4	Kemungkinan soal dapat terselesaikan			√		
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris			√		
6	Kalimat soal tidak mengandung arti ganda			√		
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.				√	

Kesimpulan Validator/Penilai:

Palopo,   2022

Validator

(.............HASAN, S.Pd.............)

LEMBAR VALIDASI SOAL

POST-TEST

Judul Penenlitian : The use of guessing game to improve students' speaking skill at SMP Negeri 14 Palopo.

Penenliti : Hismadewi

NIM : 17. 0202. 0220

Prodi : Tadris Bahasa Inggris

Petunjuk:

Baerilah tanda cek (√) pada kolom penilaian yang sesuai dengan penilaiain Bapak/Ibu terhadap Soal Isian dan Essay dengan sekala penilaian sebagai berikut:

1 : Tidak baik   4 : Baik

2 : Kurang Baik   5 : Sangat Baik

3 : Cukup Baik

No.	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indicator pencapaian hasil belajar .				√	
2	Kejelasan petunjuk pengerjaan soal.				√	
3	Kejelasan maksud dari soal.				√	
4	Kemungkinan soal dapat terselesaikan			√		
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris				√	
6	Kalimat soal tidak mengandung arti ganda				√	
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.					√

Kesimpulan Validator/Penilai:

Palopo,   2022

Validator

HASAN, S. Pd

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 80/IP/DPMPTSP/II/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	HISMADEWI
Jenis Kelamin	:	Perempuan
Alamat	:	Padang Lambe Kota Palopo
Pekerjaan	:	Pelajar/Mahasiswa
NIM	:	17 0202 0220

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF GUESSING GAME TO IMPROVE STUDENTS SPEAKING SKILLS AT SMP NEGERI 14 PALOPO

Lokasi Penelitian	:	SMP NEGERI 14 PALOPO
Lamanya Penelitian	:	04 Februari 2022 s.d. 04 Maret 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 07 Februari 2022
plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 14 PALOPO
Alamat: JL. Poros Salubattang – Lamasi, Kota Palopo

SURAT KETERANGAN PENELITIAN
No : 421.3/015 /SMPN.14/III/2022

Yang bertanda tangan di bawah ini :

Nama : Drs. ARIPIN JUMAK
NIP : 19670403 200012 1 002
Jabatan : Kepala Sekolah
Sekolah : SMP Negeri 14 Palopo

Menerangkan dengan sebenarnya bahwa:

Nama : HISMADEWI
Tempat/ Tanggal Lahir : Palopo, 5 April 1997
NIM : 17 0202 0220
Perguruan Tinggi : Institut Agama Islam Negeri Palopo
Program Studi : Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 14 Palopo pada tanggal 4 Februari s.d 4 Maret 2022 dengan judul penelitian **"The Use of Guessing Game to Improve Students Speaking Skill at SMP Negeri 14 Palopo".**

Demikian Surat Keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Palopo, 4 Maret 2022
Kepala Sekolah,

Drs. ARIPIN JUMAK
NIP. 19670403 200012 1 002

DOKUMENTATION

Students' pre test

The researcher opening the class before doing treatment

The researcher explained the treatment

The researcher observed students' activities

The researcher explained the speaking material

Students' post test

CURRICULUM VITAE

Hismadewi, was born on April 05 1997 in Palopo. Her father's name is Mattu and her mother's name is Hisnaeni. She has two brothers and one sisters she is the first child in her family. She started her study on Elementary School (SDN 1 Ulu-Wolo) in 2004 and graduated in 2010 After that, she continued at (SMPN 1 Ulu-Wolo), she graduated in 2013, and continued her education at SMKN 2 Walenrang, she graduate in 2016 she continued her studies at the Palopo State Islamic Institue (IAIN Palopo) and majored in English Education Program. She completed her studies in 2022, his last study at the state islamic institue (IAIN Palopo) writing a thesis endtitled " the use of guessing game to improve students speaking skill at SMP Negeri 14 Palopo".