IMPROVING STUDENTS' SPEAKING SKILL THROUGH MYSTERY GUESS GAME AT THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 4 PALOPO

A THESIS

Submitted to the English language of S1 Tarbiyah Department of State College for Islamic studies of Palopo in partial fulfillment of requirement for S.Pd Degree in English Education

By,
MEDIA ASTUTIK LIMOLA
REG. NUM. 09.16.3.0029

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

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PRONOUNCEMENT

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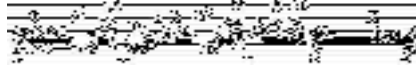
Palopo, 30th January 2014

Researcher

Media Astutik Limola

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The researcher realizes that the existence of this thesis was receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankfull to:

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Palopo, 30th January 2014

The Researcher

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ABSTRACT

Media Astutik Limola, 2013. *Improving Students' Speaking Skill Through Mystery Guess Game at The Eleventh Year of SMA Negeri 4 Palopo. Thesis, English Study Program of Tarbiyah Department Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultant, Dr. Rustan S, M.Hum. and Amalia Yahya, S.E.,M.Hum.*

Key words: *Improving, Speaking Skill, Mystery Guess Game*

This thesis focused on improving students' speaking skill at SMA Negeri 4 Palopo by using mystery guess game. The problem statement of this thesis: What is the effective way in teaching speaking by using mystery guess game at the Eleventh years students` of SMA Negeri 4 Palopo ?

In this research the researcher used Classroom Action Research (CAR) with two cycles. In collecting data the researcher used observation sheet, test, video tape recorder, and questionnaire. Each cycle consists of four parts: planning, action, observation, and reflection.

The result of data analysis and findings of the research found that effective way in teaching speaking skill by using mystery guess game at the eleventh year of SMA Negeri 4 palopo are: Teacher give interesting topic as mystery guess that will be guessing by students, students practice speaking in pair or group, students bring English dictionary in every meeting, give students motivation about important of English.

The result of this research showed that there were significant improvements on students` speaking skill at the eleventh year students of SMA Negeri 4 Palopo after conducting the mystery guess game in learning process. In which the students score in cycle II is bigger than the students score in cycle I. Besides that, their speech was more fluently than the previous cycle. The researcher found almost all of the students gave positive responds toward mystery guess game in improving speaking skill. It means that mystery guess game gives significant improvement to the students` speaking skill.

CHAPTER I

INTRODUCTION

A. *Background*

English is an international language. It is spoken by many people all over the world either as a first or second language. It is a key to open the world of scientific and technical knowledge, which is needed for the economic and politics development of many countries and it is also as a top requirement of those seeking jobs applicants who master either active or passive English are more favorable than those who don't. From that fact, it is obvious that everybody needs to learn English.

English as a foreign language consists of four skills namely: listening and speaking, reading, and writing. These four skills are usually considered as integral system because they support each other.[1] Speaking is one of skill that should be paid much attention by students if they will interact to other people in their surroundings. Learning to be able to speak fluently and correctly is one of the main objectives for language learning, especially foreign languages including English.[2]

In senior high school the students have studied English which consists of four skills namely: reading, writing, listening and speaking. According to Titi anugrah and Firly hamdan's statements, students of SMA Negeri 4 Palopo said that speaking is the

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[1]H.G. Widdowson, The Practice of english language teaching, (United States of America : Harcourt Brace Javanovich inc. 1997), p.58.

[2]Kasihani K.E Suyanto, *English For Young Learners*, (cet. 1 Jakarta: Bumi Aksara; 2007),p.57.

most difficult part in learning English and needs more time to practice than theory, beside that the students feel bored to learn speaking caused the lack of the teacher`s create in presenting the material to practice speaking. the fact there are many students of SMA Negeri 4 Palopo who still cannot speak English well, even though known the grammar.[3] After researchers conducted pre observations in class XI of SMAN 4 Palopo there are many students still lack of speaking skill. This is because the students bored to learn speaking caused the lack of the teacher`s create in presenting the material to practice speaking.

There are many ways to improve the learners speaking skill. One of the ways is spoken language skill can be developed simply by assigning students general topic to discuss or by getting them to talk on certain subject. Mystery guess game is one of way that invites the students to speak. To improve the students' speaking skill the teachers have to create an interesting activity in the classroom which involve students' knowledge and it has possibility to make the students more active to speak, it is important to English teacher to fine solutions by creating effective ways in teaching speaking skill. Therefore it is considered use of mystery guess game as a media in the classroom will also create an interesting classroom atmosphere considering the mystery guess game itself as one of the entertainments.

One of english day activities that foster english speaking skill is a Mystery Guest, The focus of this activity is to make students active English language then

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[3]Interview on 15th january 2013.

activities designed to facilitate students to dare to speak-producing English sentences.[4]

Mystery guess game is unwittingly encouraging students to use the vocabulary they know to speak and then convey what is on their mind, so can enable students skilled in speaking and can improve students' speaking skills.

In the mystery guess game there is one person as a volunteer who speaks only yes / no. This activity is very pleasing for students because students sometimes bored if they are less actively engaged in learning, while mystery guess is a creative way for teachers to attract the students, especially in the areas of speaking skill. Students love the game so its learning can relieve boredom on them.

The statement above inspires the writer to compose a thesis which applies mystery guess game to attract the students` interest in learning English especially speaking. The thesis is entitled "Improving Students` Speaking Skill Through Mystery Guess Game At The Eleventh Year Students Of SMA Negeri 4 Palopo"

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[4]Anonim, http://msrestyshare.wordpress.com/2010/10/14/msytery-guest-permainan-dalam-program-english-day/#more-683. accessed on November 13, 2012.

B. *Problem Statement*

Based on the above background the researcher can formulate is problem statement of this research as follow:

What is the effective way in teaching speaking by using mystery guess game at the Eleventh years students` of SMA Negeri 4 Palopo ?

C. *Objective of The Research*

The objective of this research is:

To find out the effective way in teaching speaking by using mystery guess game at the Eleventh years students` of SMA Negeri 4 Palopo.

D. *Significance of the Research*

1. Theoretically

Add a reference of innovative methods for science in education, so it can be used as a source of information.

2. Practically

The general practical significances of this research are to improve the quality of English language learning through the application of the mystery guess game. In particular, the expected benefits, as follows:

a. For Students

Explanation of material can be easily captured and understood by students. Students become excited and the students not feel awkward and confused to speak in learning English especially in improving speaking skills.

b. For Teachers

To give contribution to English teachers in general, specially for the English teachers of SMA Negeri 4 Palopo in improving students speaking skill

c. For Schools

The research will contribute to the school to improve the quality of English learning.

d. For Researchers

The researchers who will be a teacher become known and understand that by using the mystery guess game can create effective learning, so can improve students speaking skill.

E. *Definition of Terms*

Based on the title is improving students' speaking skill through mystery guess game at the eleventh year of SMA Negeri 4 Palopo. The researcher gives definition, as follows:

1. "Improving is giving moral or intellectual benefit".[5] *Becoming or making something better.*

2. *"Speaking skill* is the act of generating words that can be understood by listeners. A good speaker is clear and informative".[6]

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[5]Anonim, *Definition of Improving*, http:/www.oxforsdictionaries.com/definition/English/improving?q=improving, Accessed November 7, 2013.

[6]Anonim,,Definition of Speaking Skill, http://wiki.answers.com/Q/What_is_the_definition_Of_speaking skill, Accessed November 7, 2013.

3. *"Mystery guess is* a game in program English day for improve students speaking skill "[7]

4. *game is* an activity that you do have some fun and make the students easy in learning English.

F. *Scope of the Research*

This research is about improving speaking skill through mystery guess game at the Eleventh years students` of SMA Negeri 4 Palopo. Mystery guess game in this study using a person as a volunteer who played by the students and then other students speak more to guess the words according to the topic chosen by the volunteer. In this study researchers only focus on accuracy, fluency and comprehensibility

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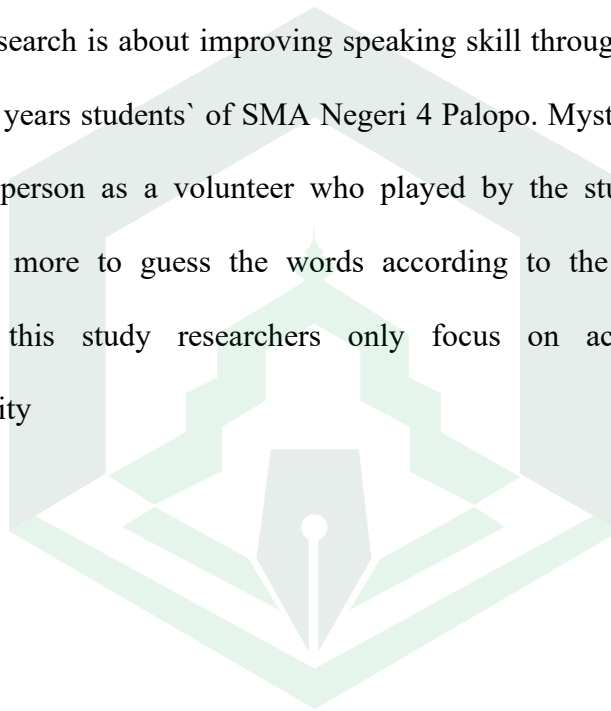
[7]Anonim, http://msrestyshare.wordpress.com/2010/10/14/msytery-guest-permainan-dalam-program-english-day/#more-683. accessed on November 13, 2012.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Research Findings*

Many researchers have reported their study to explore teaching learning process, implementing various techniques and arranging the classroom in several group sizes such as pairs; groups and the whole classes. They research to create the teaching learning process more effective and to give the students simple opportunities to practice their English in the classroom.

1. Fitriani Dewi Nugraha had conducted research about improving student`s speaking skill through simulation at the second year of SMP Muhammadiyah 2 Masaran Sragen. To improve student`s speaking ability. Simulation can make student creative, active, and critical. In simulation, student can get item to the class to create a realistic environment.[1]

2. Nurhayati had conducted research about developing student`s speaking skill through interview. She states that there is any positive influencein improving speaking skill through interview.[2]

3. Andri irawati had conducted research about encouraging students to speak english through pantomime. She concludes that since using pantomime is effective

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[1]Firia dewi nugraha, *improving students ` speaking skill through simulation at the second year of smp Muhammadiyah 2 Masaran Sragen*, (http://www. Teachingenglish.org.uk/forum-topic/ppp-presentation-practice-production) accessed on september 24,2013.

[2]Nurhayati, *developing students speaking skill through interview* (The States College For Islamic Studies,2008).

for encouraging students to speak English as the writer found, the English lecturers should consider pantomime as the alternative method for speaking class.[3]

All researchers are using different technique in their research. In this research the researcher using mystery guess game for teaching speaking, it can stimulate students to practice speaking directly by using mystery guess game.

B. *Some Pertinent Ideals*

1. Concept of Speaking

In learning a foreign language speaking skills is very important because it's useless if someone is good at English language theory without applying or using them to carry on actively. Learn to speak fluently and correctly is one of the top destination for foreign language learners in particular languages including English. But there are some factors that cause a lack of success skills such as speaking English is not used outside the classroom or in the community because it is a foreign language is not the mother tongue, learning English in school is less emphasis on conversational skills but more on the structure and vocabulary lessons though speaking skill is not separated from the control of structure and vocabulary.

Speaking is the process reveals a series of thought conveyed through speech. speaking is one of the most important language skill, in addition to reading, listening, and writing. In speaking ability is very important to communicate this skill because the message can not be delivered without an ability to speak a foreign language right

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[3]Andri irawati rahman, *Encouraging students to speak english through pantomime* (faculty of language and arts Makassar State University 2001), p.24.

and misunderstandings can happen. In good speaking skills to communicate can not be separated from good listening skills as well.

2. Definition of Speaking

In simple speaking defined as the ability to speak in public. But we need to understand, the actual public understanding spaeaking not that simple. The term has many meanings ability, because of the ability to speak in public that covers various aspects, not just talk, but more than that.

"Competency speaking is a skill that takes a person to interact verbally and non-verbally with others, for the purpose of conveying information, influence, and negotiations to reach a mutual agreement."[4]

"Public speaking is a range of ways of thinking and collecting all the human capacity for the experience of the past, the present and the future then combined with ethics, patterns of behavior, science, technology, culture, analysis of state and other factors, and is packaged in a sentence or utterance meaning behind the communication strategy to reach a goal."[5]

"Speaking is oral communication in expressing ideas or information to others. To communicate is to express a certain attitude, and the type of speech act being

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[4]Sholikin, *Proses Belajar Mengajar Speaking Skill (Keterampilan Berbicara) teks review*, (http://www.langkah-langkah dalam pembelajaran speaking.pdf) accessed on November 13, 2012.

[5]Anonim, (http://cafemotivasi.com/memahami-apa-itu-public-speaking/.) accessed on November 13, 2012.

Expressed. For example, a statement expresses a belief, a request something, and an apology expresses regret."[6]

Based on the above definition, the researcher can draw a conclusion that speaking is an oral communication or an interaction to provide information to others, and to achieve a purpose or goal that say to the other person.

3. Component of Speaking

The researcher divided speaking into three main components, as follows:

a. Accuracy

Accuracy is the ability in use target language clearly, intelligible, pronunciation, particular, grammatical, and lexical accuracy. Brown says that accuracy is achieved in some extend by directing the students to focus on the elements of phonology, grammar and discourse in their spoken output.[7]

b. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speaking without to great an effort with a fairly wide range of expression.[8]

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[6]Risma Wardi, Teaching *The Eleventh Year Students English Speaking Skill through Self Talk Strategy at SMA Negeri 4 Palopo,* (The State College for Islamic Studies, 2010),p.7

[7]H. Douglas Brown, Teaching *by Principle: An Interactive Approach to Language Pedagogy* (New York: Longman Inc, 2001), p. 268.

[8]Rivers, Wilga M, *Teaching Foreign Skills*. (London: the University of Chicago Press, 1981).

c. Comprehensibility

Comprehensibility is the ability to understand site well to the nomination with the considerable repetition and comprehension. It is exercise to improve other understanding.[9]

    4. Characteristic of Speaking

bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases difficult :

a. Clustering

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

b. Redundancy

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

c. Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

d. Performance variables

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[9]Martin H. Manser, *Oxfords Learners Dictionary*.(Second Edition, Oxford University Press, 2003), p. 10.

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 hesitations, pauses, backtracking and corrections.

e. Colloquial language

Make sure your students reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

g. Stress, Rhythm, and Intonation

The most important characteristic of English pronunciation, as well be explained below. The stress times rhythm of spoken English and its intonation patterns convey important messages

h. Interaction

As noted in the section, learning to produce waves of language in a vacuum without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.[10]

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[10]*Ibid,* p.9

5. Purpose of Speaking

English language learning goals set by the government through Decree No. 22 in 2006 intended that learners have the following capabilities:

a. Developing competence to communicate in spoken and written form to achieve the level of informational literacy.

b. Have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society.

c. Develop an understanding of the students about the relationship between language and culture.

Referring to the learning objectives of the above, it can be the common thread that all the English learning activities so that learners have the competencies active communication both orally and in writing, with the ability to have the above expected output competitiveness and following active role in the world arena that on eventually will get up global culture grasp, because we are part of the community.[11]

6. Characteristic of Successful Speaking

Teacher in teaching speaking to be a success it must ensure that students have the opportunity to practice it (talk). Other characteristics of successful speaking activities include:

a. Making sure that student participation is not dominated by a few talkative students.

b. Making sure that students want to speak because they are interested in the topic.

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[11]Sholikin, *proses belajar mengajar speaking skill (keterampilan berbicara) teks review,* accessed November 13, 2012.

c. Making sure that students have something relevant to say.

d. Making sure that students can be understood by everyone.

e. Making sure that there are not frequent interruptions while a student is speaking.[12]

Based on the characteristics describe above, to made students successful in speaking the researcher brought interesting mystery guess game that they known to used by students in practice speaking.

    7. Classroom Speaking Activities

a.   Acting from a script

We can ask our students to act out scenes from plays/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

When choosing who should come out to the front of the class we need to be careful not to choose the shyest students first, and we need to work to create the right kind of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogues or play extract, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and a language producing activity.

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[12]Anonim, *Characteristic of   Successful Speaking*, (http://suite101.com/article/teaching-speaking-to-english-second-language-students-a261761), Accessed November 15, 2012.

b. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences.

c. Discussion

One of the reasons the discussions fail (when they do) is that students are relicts to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to it, many students feel extremely exposed in discussion situations.

The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of that eventual whole-class performance is reduced.

d. Prepared Talks

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed foor informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

e.   Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f.   Simulation and Role-Play

Many students drive great benefit from simulation and role-play. Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

g. The Roles of the Teacher

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities described above. However, three have particular relevance if we are trying to get students to speak fluently:

1) Prompter

Students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively-without disrupting the discussion, or forcing students out of role-it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.

2) Participant

Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to themselves.

3) Feedback Provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

When students are in in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of the feedback we give in particular situations.

When students have completed an activity it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well. We will respond to the content of the activity as well as the language used."[13]

8. Principle for Teaching Speaking

a. Be aware of the differences between second language and foreign language learning contexts.

A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking very challenge for students in FL context, because they have very few opportunities to use the target language outside the classroom. A second language (SL) is one where the target language is the language communication in the society. Second language learners include refuges, international students, and immigrants. Some second language

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[13] Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition: Cambridge, UK: Longman), p. 271.

learners (especially those who arrive in their new country as children) achieve notable speaking skill, but many others progress to a certain proficiency level and then go, no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

b. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly, with few hesitations or unnatural pauses, false starts, word searchers, etc. in language lessons-especially at the beginning and intermediate levels-learners must be given opportunities to develop both their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

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

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

d. Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target because interaction necessarily involves trying to understand and make yourself understood. This is process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level, they can learn from that and understand.

e. Design classroom activities that involve guidance and practice in both transactional and international speaking.

When we talk with someone outside the classroom, we usually do so for interaction or transactional purposes. International speech is communicating with someone for social relationship. transactional speech involves communicating with someone for social purposes. It includes establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. Conversations are relatively unpredictable and can range over many topics, with the participants talking turns and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.[14]

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[14] David Nunan, *Practical English Language Teaching*, (Singapore: Mc Graw Hill, 2003), p. 47.

C. *Mystery guess game*

Mystery guess game is one way of learning English especially in improving vocabulary and improves students' speaking skills. Mystery guess game it spontaneously without consciously encourages students to use the vocabulary they know to speak and then convey what's on their minds, how it can enable students skilled in speaking and can improve students' speaking skill.

"The focus of this activity is to make students active English language then activities designed to facilitate students to dare to speak-producing English sentences".[15]

1. Advantage of Game

Games are considered to help and encourage the students to make the effort to win because they will be given a lot of opportunities to practice their language more freely.

Games are also very useful, as Lewis (2006) explains that the positive sides of games attract the students to learn English because they are fun and make them want to have experiment, discover and interact with their environment. He adds other advantage of games, they are:

a. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve

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[15]Anonim, http://msrestyshare.wordpress.com/2010/10/14/msytery-guest-permainan-dalam-program-english-day/#more-683. accessed on November 13, 2012.

years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.

b. The games context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children.

c. Through playing games, students can learn the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

d. Even shy students can participate positively[16]

   2. Criteria For Choosing Game

   Cameron (2001) offers the criteria of games. He said that there are many criteria game for teaching English to children. They are as follows:

a. a game must be more than just fun;

b. a game should involve "friendly" competition

c. a game should keep all of the students involved and interested

d. a game should encourage students to focus to the use of language rather than on the language itself

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[16]Lewis,J.Using *flash cards in language learning*,(http://apprendre-anglais.blogspot.com/2006/12/using-flashcards-in-language-learning.html), accessed on November 16, 2013.

e. a game should give students a chance to learn, practice, or review specific language material and

f. a game should be familiar by children.

In addition, he suggests that there are many kinds of game which can be used in teaching English. Of course, as a technique, game needs help from media. The media can be picture, flash card, object, puppet, cassette, project and many other subject surround them. It is better if the games are familiar for the learners because they can learn in a variety of ways.[17]

3. Teaching speaking using mystery guess game

Here the teacher as a tutor who guides the course of learning speaking with mystery guess. Teaching speaking using mystery guess game as follows:

a. Teacher asked some participants as a volunteer

b. By turns, volunteer came forward as a mystery guess. he was asked to choose one word of the topic has been provided. Then he will play the character. He should not give any information to the other students, except to answer a yes / no questions.

c. All the student try to guess the word by asking questions, which will only be answered with a yes / no by volunteer.

d. The game has been completed if the word of the topic has been guess. When the 5 minutes are not guess, volunteer have provided little information as a guide.

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[17]Cameron, D.*Teaching Language to Young Learners.*(Cambridge: Cambridge University Press,2001),p.67.

e. The game can be repeated for the next volunteer with a different word.

Example:

> Topic : Famous person
>
> V: Volunteer plays Michael Jackson
>
> Q: Student

Q: are you a movie star?

V: no

Q: are you a singer, then?

V: yes

Q: are you from Indonesia?

V: no

Q: so you come from abroad

V: yes

Q: Are you from united states?

V: yes

,,,,,,,,,, ect.[18]

Students will be encouraged to think and express what is in their minds to guess who is played by volunteers until correct. In this way the student speech can be applied and developed.

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[18]Dessy danarti, *50 games for fun belajar bahasa inggris dengan lebih menyenangka.* (cet .II Yogyakarta : Andi Yokyakarta 2008),p. 64.

D. *Theoritical Framework*

Speaking is one of skill that should be paid much attention by students if they will interact to other people in their surroundings. Speaking is mean of communication, but most of the students are not able to use English as a mean communication. In this case, a teacher of English had better use the appropriate technique, appropriate methods and interesting media to the students. "Teaching speaking in classroom needs a method to make the students will be more active and improve speaking skill".[19]

Based on the statement above, the researcher focuses on improving students speaking skill through mystery guess game."One of english day activities that foster english speaking skill is a Mystery Guess, The focus of this activity is to make students active English language then activities designed to facilitate students to dare to speak-producing English sentences."[20]

The theoretical framework shows the process of the research to develop the students speaking skill through mystery guess game. Speaking skill through mystery guess game would used in classroom action research consist of some cycle, the researcher make planning, action, observation, and reflection. The researcher gives the material, explain and give example about speaking through mystery guess game

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[19]Supriadi sahid, *improving student`sspeaking skill by using retelling story through pantomime at the second semester of English study program tarbiyah department Stain Palopo*, (The State Collage for Islamic Studies,2013).

[20]Anonim, http://msrestyshare.wordpress.com/2010/10/14/msytery-guest-permainan-dalam-program-english-day/#more-683. accessed on November 13, 2012.

to the students. Then, the researcher asked the students to practice speaking through the game as a test to know the ability of the students in speaking, especially to improve their speaking in accuracy, fluency, and comprehensibility.

Theoretical Framework in this research can be seen in the diagram below:

Input

(students speaking)

↓

Process

(classroom interaction through mystery guess game)

↓

Out put

(Students' speaking skill improvement)

accuracy   Fluency   comprehensibility
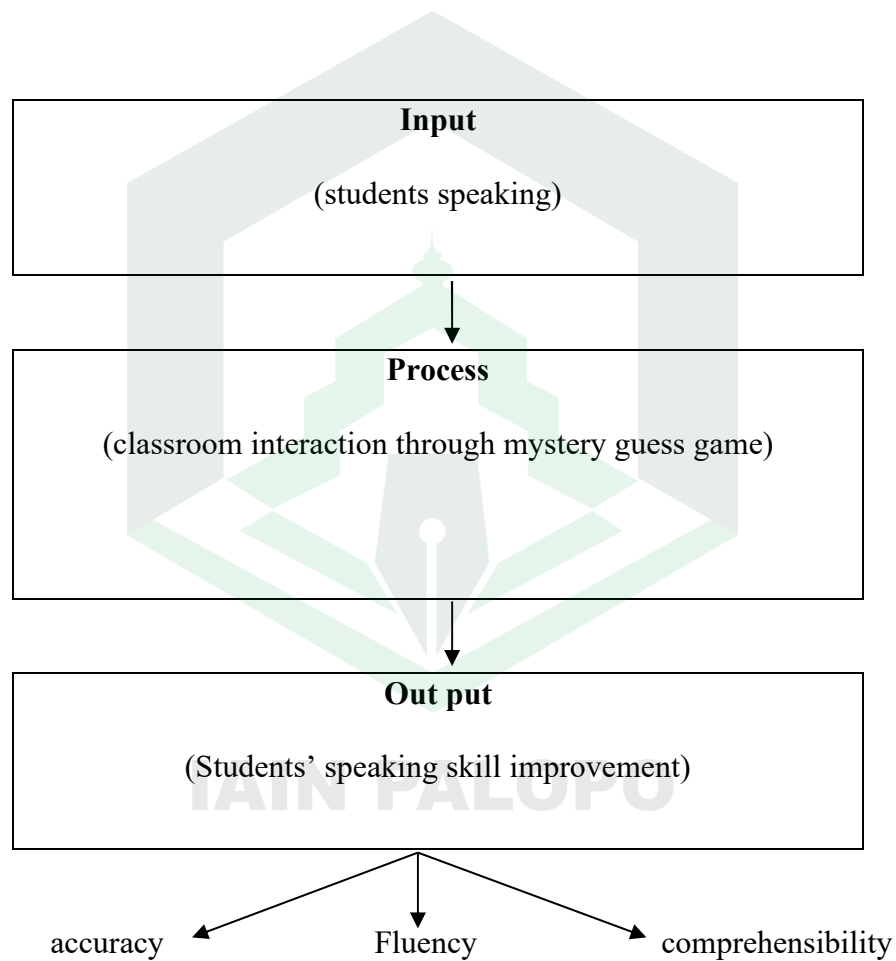
CHAPTER III

RESEARCH METHOD

A. *Type Of Research*

The type of research in this research was Classroom Action Research (CAR). "Classroom Action Research is research that use of teachers in the classroom itself through self- reflection, with the aim of improving its performance as a teacher. So that, the students learning outcomes be improved."[1]

There are three words you need to know its meaning one by one, the following explanation:

1. Classroom: in this sense is not tied to the classroom, but in more specific terms, as has long been recognized in the field of education and teaching, the meaning of the term class is a group of students who are in the same time, receive the same lessons from the same teacher as well

2. Action: point to something intentional motion activities with a specific purpose. In a series of cycles in the form of research activities for students.

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[1]IGAK Wardhani, et.al., *Penelitian Tindakan Kelas*, (Cet.11; Jakarta : Universitas Terbuka: 2010), p. 14.

3. Research: is an activity to see an object using a specific methodology and rules to obtain data or information that is useful in improving the quality of the interesting and important for researcher.[2]

"Action research is a study of four series of activities done in repeated cycles. There are four activities in each cycle, including planning, action, observation, and reflection."[3]

Based on the opinions above, the researcher concluded that Class Action Research (CAR) is a method in the study as a measure to improve the management of students in the classroom in order to achieve the desired objectives.

B. *Data and data sources*

1. Data

The data in this study was obtained from observations on location and the result of students' final test scores at each cycle.

2. Sources of data

Sources of data in action research is all student at the Eleventh year students of SMA Negeri 4 Palopo, with 20 students.

C. *Time And Place Of The Research*

This research started on 8 October – 8 November 2013 conducted at the eleventh years students of SMAN 4 Palopo in academic year 2013.

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[2]Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas,* (Cet. VI; Jakarta: Bumi Aksara: 2007), p. 2.
[3]*Ibid*, p.74.

D. Research Design

Model of Kurt Lewin of a fundamental reference or base of the various action research modes to another, especially Classroom Action Research (CAR). It is because he was the first person introduced the action research or Classroom Action Research. The concept of principal of Kurt Lewin action research model consists of four components: planning, action, observation, and reflection.[4]

The design of this research the researcher was design such as the design model of Kurt Lewin, the following diagram design:

```
                    ┌──────► Action ──────┐
                    │                     │
                    │                     ▼
   Planning      cycle 1          Observation
                    ▲                     │
                    │    Reflection ◄─────┘
                    │
                    ▼
   Next cycle
```
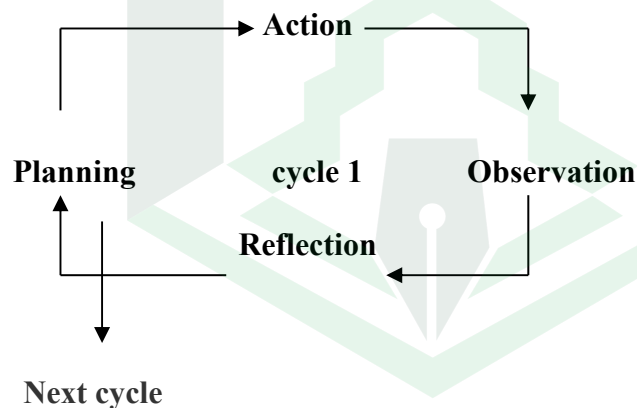
Each cycle consisted of 4 implementation there were planning, action, observation, and reflection. The results of cycle 1 was used as the reference to the next cycle (cycle II) in order to achieve the desired goal.

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[4]Anonim, *Desain ptk model Kurt Lewin,* (www.m-edukasi.web.id/2012/05/*desain-ptk-model-kurt-lewin.html*: *Media Pendidikan Indonesia,*), accessed desember 7, 2012.

E. Research Procedure

This study begins with identifying the problem of speaking skill of students at the eleventh year students of SMA Negeri 4 Palopo by conducting a pre observation. Procedure of research that was use in study, it conduct in two cycles, each cycle consisting in 2 meetings. Meeting 1 in each cycle is use as a learning process, and the last meeting (second meeting) in each cycle was use as a test cycle. Explanation of the procedure as follow:

1. Cycle I

a. Planning

1)   Researcher design a lesson plan which described teacher's step and students' step in solving the students' problem of speaking skills.

2) Researcher prepared all facilities needed in doing learning teaching process through mystery guess game, such as the camera, students' test, observation sheet and questionnaire.

3) Researcher determined the success indicators of this using mystery guess game in the form of classroom action research.

b. Action

1) Researcher implemented the activities which had been planned before based on lesson plan.

2) Researcher given some topic would be chosen to the students in every meeting like (famous person, professions, transportation and act).

3) Researcher gave opportunities for students to practice speaking with their friends and asked some participants as a volunteer, before they would be speaking one by one in front of the researcher.

4) The researcher would call the students one by one to do practice speaking using their own words through mystery guess game with volunteer.

5) The student tries to guess the word by asking questions, which will only be answered with yes / no by volunteer. if there is an error in speaking the researcher gave corrections. So, the students knew their mistakes when they were speaking.

c. Observations

Researcher and collaborator observed the process of study during the students were studying, likes condition of students when they were studying, attendance, and student activity. In doing this, researcher was given collaborator the student's observation sheet.

d. Reflection

In this reflection activity, researcher analyzes the results of the observation sheet that has done. Are the students making progress or not in speaking? Data from the observation was used by researcher as a reference to the activities in the second cycle, to got the better results as expected.

F. Data Collection Technique

Data collection techniques that use in this research, namely:

1. Observation sheet, it was about condition of students during learning process and students active participation in following the process of learning which taken during the learning process was going on, which included in the observation sheet that has been made.

2. Student learning outcomes data, data taken from the test at the end of each cycle.

3. Video tape recorder, recordings taken from the first meeting, to saw more the students' speaking improvement.

4. Questionnaire, it was used to find out the students' perception about learn speaking by using mystery guess game to improve their speaking skill.

G. Data Analysis Technique

Data from speaking skill of students in this research was analyze by using observational approach, which they would be judged in secret way about their speaking skills in accuracy, fluency, and comprehensibility.

According to J.B Heaton that detail elaboration is presented as follow:

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very highly influenced by the mother tongue. Two or three minor grammatical lexical error.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.

Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

2. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort and search for words, nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	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 succeed in conveying the general meaning, fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery, almost give up

		making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the spaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.

Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.[5]

a. Student score :

$$\text{students score} = \frac{\text{score obtained} + 2}{20} \text{ x } 100$$

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[5]Yusuf , *Improving Students` Speaking Skill in Retelling Story Through Picture At Third Semester Students Of Stain Palopo*, (The State College for Islamic Studies, ,2009), p.27 .

Table 4

Scoring classification

Alphabet	Numbers 0-4	Numbers 0-100	Numbers 0-10	Intensities of attitude
A	4	85-100	8,5-10	Very good
B	3	70-84	7,0-8,4	Good
C	2	55-69	5,5-6,9	Average
D	1	40-54	4,0-5,4	Poor
E	0	0-39	0,0-3,9	Very poor"[6]

b. Calculating the mean score of the students' speaking test by using the following formula according to Arikunto Suharsimi in risma wardi's thesis.[7]

$$Md = \frac{\Sigma D}{N}$$

Where: Md   =   Mean Score

ΣD   =   Total Raw Score

N   =   Total Sample

[6]J.B. Heaton, Writing English Language Test (New York: Longman Group UK Company, 1998)., p. 31.

[7] *Ibid,* p. 30

H. *Working Indicators*

Successfully in this action research, if the value of students learning will have an improvement. According to the criteria of completeness of material that is established by SMA Negeri 4 Palopo for English subject were 70. There will be also changes in attitudes of students during learning process is characterized by increased attendance, attention, and the activity of students in the learning process that can be seen in the observation sheet.
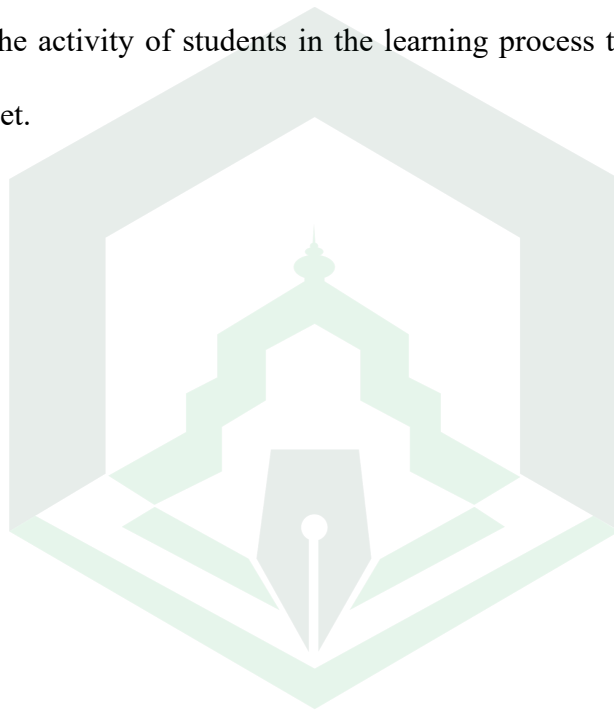
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings are presented by using observation sheet, test, and questionnaire.

A. *Findings*

Before proceed to the findings, it is important to explain the cycles of this research.

1. Explanation of cycle I

a. Planning

In planning section, the researcher prepared all tools that needed to carry out the study in the class, such as topics of mystery guess game, student's test, observation sheet, questionnaire, and the camera. In this section, the preparations prepared by the researcher before doing action in the cycle I are:

a) Researcher design a lesson plan which described teacher's step and students' step in solving the students' problem of speaking skills.

b) Researcher prepared all facilities needed in doing learning teaching process through mystery guess game, such as mystery guess game topics, the camera, students' test, observation sheet and questionnaire.

c) Researcher determined the success indicators before began this research.

b. Action

The action started on 16 October 2013, at the third lesson at 10:45 am for the first meeting of the cycle I. The researcher opened the class by greeting all the students and then, the researcher introduces herself and her collaborator. After that, the researcher asked condition of students and gave explanation about the mystery guess game to teach speaking, and how to learn speaking by using mystery guess game. The researcher gave the students example to learn speaking by using mystery guess game. The next, the researcher told to all students about the topics of mystery guess game that students have to guess at the meeting, for practice speaking. Then the researcher call students one by one in front of the class as volunteer and the other students were guessing the word of the topics (famous person, transportation, and profession) they have given 5 (five) minutes to guess the words as practice speaking.

By the end of the class, the researcher closed the class by a conclusion as appreciation to all students that the students had done well in learning although still there were some of them cannot guessing the words. And then, the researcher suggested to all students to study hard, because in the next meeting one by one they would practice speaking as a test by using same topics that they have guess, but in different words.

Here are picture of activities at the first meeting of cycle I.

Picture 1

Picture 2
First meeting activities of cycle 1

The second meeting continued on 19 October 2013 at 10:45 am. The researcher started the class by greeting the students and asked their condition. Researchers reminded the students about the previous lesson and relate it back to the current lesson. Like action in the first meeting the researcher reminded again about the topic that they have to guess as speaking test at the meeting. At the moment, the researcher found that there were only some students who can guess the words. The researcher

and collaborator planed to fix it in the cycle II. Before class closed, the researcher gave the students' questionnaire to be filled and collected again to the researcher.

Here are some of the data transcriptions and score that respondent got in cycle I test.

The students who got very poor scores are:

R11 (the topic is profession)

- Volunteer as a fisherman

    R11   : e……….ee….e.e…….you..are   a teacher?

    V   : no

    R11   : are   you   a…..are you a man?

    V   : yes

    R11   : e……..eee……eee….

    (The student cannot guess the word and make a sentence)

R14 (The topic is transportation)

- Volunteer as a truk

    R14   : emm….m…...you   have wheel?

    V   : yes

    R14   : two wheels?

    V   : no

    R14   : ……four wheels?

    V   : yes

    R14   : are you a…car?

V   : no

R14   : ………eeemm…..??

(The student cannot guess the word and make a sentence)

The students who got poor score

R1 (the topic is profession)

- Volunteer as a policeman

   R1   : are you a   man?

   V   : yes

   R1   : e….you…your job in outdoor?

   V   : yes

   R1   : is your   job….farmer?

   V   : no

   R1   : your job…. Is driver?

   V   : no

   R1   : e……ee….

(The student cannot guess the word and make a sentence)

R16 (the topic is transportation)

- Volunteer as a pedicab

   R16 : do   you   have eee…..ee…a wheel?

   V   : yes

   R16 : it is use …. For …a for public   transportation?

   V   : yes

R16   : maybe ….a ….bus

V   : no

R16   : public car?

V   : no

R16   : e…..e…….

(Cannot guess the mystery guess)

The students who got average score

R2 (the topic is famous person)

- Volunteer as a obama

    R2   : a…… are you single?

    V   : no

    R2   : are you ….a man?

    V   : yes….yes

    R2   : do you live in indonesia?

    V   : no,no,no

    R2   : so…. Where do you live? in abroad?

    V   : yes,, yes

    R2   : your job in movie?

    V   : no

    R2   : are you ….president?

    V   : yes

    R2   : obama ??

V   : yes..

R10 (the topic is profession)

- Volunteer as sailor

   R10   : your job ….in indoor?

   V   : no

   R10   : you….you always use …..computer?

   V   : no

   R10   : you always….. job in …..in…eee road?

   V   : no,no,no

   R10   : so….. in the sky ?

   V   : no

   R10   : in sea??

   V   : yes

   R10   : Are you a….. Fisherman?

   V   : no,,

   R10   : sailor??

   V   : yes

The students who got good score.

   R3 (the topic is famous person)

- Volunteer as a syahrini

   R3   : are you a man?

   V   : no

R3   : are you a woman?

V   : yes

R3   : is your job a movie star?

V   : no

R3   : so, are you a singer ?

V   : yes ,,yes

R3   : so, you come from abroad?

V   : no

R3   : are you from Indonesia?

V   : yes

R3   : do you have a child?

V   : no

R3   : are you a single?

V   : yes

R3   : you have long hair?

V   : yes

R3   : is your name krisdayanti?

V   : no

R3   : are you a solo singer?

V   : yes

R3   : syahrini ??

V   : yes….

R4 (the topic is famous person)

- Volunteer as a susilo bambang yudoyono

    R4   : are you from Indonesia?

    V   : yes

    R4   : so, you are Javanese?

    V   : yes

    R4   : is your job actor?

    V   : no

    R4   : your job is politician?

    V   : yes

    R4   : are you a man?

    V   : yes

    R4   : maybe.. you are a governor?

    V   : no

    R4   : a president?

    V   : yes,,, yes

    R4   :Is your name soekarno?

    V   : no

    R4   : ok,,, you are susilo bambang yudhoyono??

    V   : yes

Picture 3
Cycle I test

c.   Observation

Through observation sheet that filled by researcher as observatory found that: (1) Students seem enthusiastic in learning speaking by using mystery guess game (good), (2) Students seem not confused to guess the word (was not success), (3) Students seem more confidence to speak English by using mystery guess game (enough), (4) The use of mystery guess game can helps students improve their speaking ability in speaking English (enough), (5) Students be more motivated to speak longer after using mystery guess game (enough), (see appendix 3).

Through students active participation the researcher found that: (1) there were 4 students seem responsive and participated fully in all activities in the learning and teaching process (very active). (2) 11 students responses the material by listening,

speaking, interacting with others, whether to the researcher or her friends (active). The classification both of very active students and active students were accumulated and reached 75 %.

Through students' test the mean score of students reached 55.5. The researcher found that students were still low in practice speaking, especially in fluency and comprehensibility, those characterized by some of students cannot guess the word. And halting delivery that made their speaking sometimes hardly to be understood. So, the researcher and collaborator made conclusion that mystery guess game has successful in English teaching and learning process, but it needs some different strategies to make student speaking better.

Through questionnaire the researcher and collaborator found that mystery guess game was an effective way to learn English, especially in speaking. It can be seen from their questionnaires, among 20 students who filled the questionnaire most of them had positive responds about learning speaking by using mystery guess game to improve their speaking skill. In which, almost of all students only chose strongly agree and agree in every statement. (see appendix 2).

d. Reflection

The reflection was done by the researcher and collaborator, caused there were still weakness in implementation or using the mystery guess game in teaching speaking, this is have to repaired. The researcher and collaborator found that some of the students have problems in fluency and comprehensibility. Some of students still

confused making sentence to guess the mystery guess and not active in learning process.

2. Explanation of cycle II

a. Planning/ revised plan

The researcher hoped in the cycle II the students` speaking be batter especially in fluency and comprehensibility. The plan in the cycle II was closely same with the cycle I, but in the cycle II the researcher made different strategy such as everybody brought the English dictionary in every meeting, and before they were practice speaking they can look for the dictionary, because in the first cycle the researcher found that there were some students look not fluent in speaking caused they were doubt with their words chose. And sometimes students` speaking was hardly to understand by the listener. Besides that, in this cycle students be more discipline, and they were practice in group, so they can changes idea each other about what they have to say to guess the words.

At the end of the cycle II, the students were not given the questionnaire anymore because they had given positive respond to mystery guess game such as in their motivation, and their increasing ability in speaking. It can be seen from all statements of questionnaire, almost of all students only chose strongly agree and agree. The researcher hoped students' speaking in the cycle II can be better.

b. Action

All actions in this cycle were based on the revised plan. The topics that used in this cycle were different from cycle I.

The first meeting of this cycle started on 23 October 2013 at 10:45 am. At the beginning of the first meeting of this cycle, the researcher gave apperception such as asking some questions related to the material at the day meeting likes: do you have a pet? What kinds of pet do you have? What is your favorite food? Because the topics that they have to guess at the meeting are fruits, animals, and food. And then, the researcher permitted all students open their dictionary on the table as they seriously to speak well than before. After that, the researcher divided the students in 4 groups.

In the first meeting of this cycle the students were practice speaking in groups. Before class closed the researcher gave motivation to all students about the important of English and told students to study hard because in the next meeting students would practice speaking in pair as students' test.
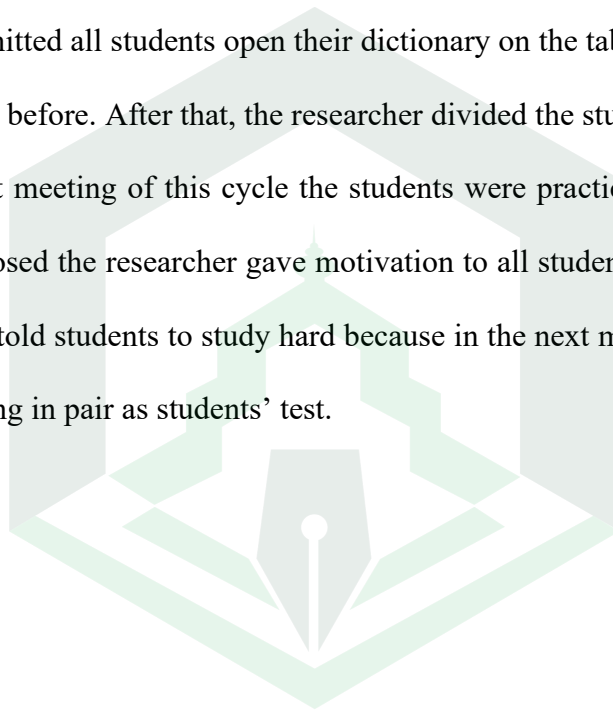
Here are picture of activities at the first meeting of cycle II.

Picture 4
First meeting activities of cycle II

The second meeting also continued on 26 October 2013 at 10:45 am. The researcher opened the class by greeting the students and asked their condition. Next, Researcher reminded the students about the previous lesson and relates it back to the current lesson. Like action in the first meeting the researcher reminded again about the topic that they have to guess as speaking test at the meeting. Afterwards, the researcher called the students one by one to practice speaking. In this test moment, all students showed their progress in speaking. Before class closed, the researcher told the students that they have great improvement. The researcher told the students that the day was the last meeting of the researcher, and she also said many thanks to all students for their participation during teaching learning process. And the researcher gave them motivation to keep study hard, especially to learn English speaking.

Here are some of the data transcriptions that show the students' improvement in cycle II.

The students who got very poor scores in cycle 1 and in cycle 2 they got average score, there are:

R14, got average score

- Volunteer as a mango (the topic is fruits)

    R11   : your colour is yellow?

    V   : yes

    R11   : sweet?

    V   : yes

    R11   : we can make it a juice?

    V   : yes

    R11   : are you from   ee… Indonesian fruits?

    V   : yes

    R11   : your shapes.. is round?

    V   : yes

    R11   : long shape?

    V   : yes

    R11   : banana?

    V   : no

    R11   : mango fruit?

V   : yes,,,

R14 got average score

- Volunteer as a butterfly (the topic is animals)

    R14   : are   you.. wild animal?

    V   : no

    R14   : do you have a foot?

    V   : no

    R14   : are you a reptilian?

    V   : no

    R14   : do you have wings?

    V   : yes

    R14   : are you dragon fly?

    V   : no

    R14   : are you butter fly?

    V   : yes…

The students who got poor score in cycle 1 and in cycle 2 they got good score,

there are:

R4, got good score

- Volunteer as a crocodile (the topic is animal)

    R4   : is your body a big?

    V   : yes

    R4   : do you live …in the sea?

V   : no

R4   : in the river?

V   : yes

R4   : do you have two foot?

V   :no

R4   : so, four foot?

V   : yes

R4   : your colour is green?

V   : yes

R4   : do you have big eyes?

V   : yes

R4   : do you have tail?

V   : Yes.. yes..

R4   : komodo???

V   : no

R4   : are you reptilian?

V   : yes

R4   : maybe, are you crocodile?

V   :yes yes,,

R16 got good score

- Volunteer as a fried rice(the topic is food)

R16   : are you Indonesian food?

V   : yes

R16   : are you famous food in Indonesia?

V   : yes

R16   : traditional food?

V   : yes

R16   : so, are you can eat by people every day?

V   : yes

R16   : cake?

V   :no

R16   : are you boiled before eating?

V   :no

R16   : fried??

V   : yes,,yess

R16   : hot,,,hot??

V   :yes

R16   : tofu??

V   : no

R16   : fried rice?

V   : yes yes,,

Picture 5
Cycle II test

c. Observation

Through observation sheet in this cycle students were can to guess the word in mystery guess game and students` speaking become more fluent. (see appendix 4).

Through students active participation the researcher and collaborator observed and found that classification both of very active students and active students reached 85% whereas in the cycle I only 75 %.

Through students' test there were great improvement in speaking test in which mean score of students test in cycle I is 55 and in the cycle II became 76. And there were improvement in every component.

d. Reflection

The researcher believed that mystery guess game was appropriate to learn English especially in English speaking.

The learning process of cycle II has observed by the researcher and collaborator and found that students have shown the great improvement in their speaking skill. All of this statement can be seen from observation sheet, test, and questionnaire.

Here are the findings:

1. Findings in cycle I

Table 1
The observation result of students active participation of cycle 1

Respondents	Very active	Active	Less active	Not active
R 1		■		
R 2		■		
R 3	■			
R 4	■			
R 5		■		
R 6			■	
R 7		■		
R 8		■		
R 9			■	
R 10		■		
R 11		■		
R 12	■			
R 13				■
R 14				■
R 15		■		
R 16				■

R 17	██████			
R 18		██████		
R 19		██████		
R 20		██████		

Where:

1. **Very active**: the student is responsive and participated fully in all activities in the learning and teaching process.

2. **Active**: the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. **Less active**: the student pay attention and gives responses once in a while.

4. **Not active**: the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 2
The percentage of students' active participation of cycle 1

Classification	Frequency	Percentage(%)
Very active	4	20%
Active	11	55%
Less active	2	10%
Not active	3	15%

$$P = \frac{F}{N} \, x \, 100$$

Where:

P = percentage

F = frequency

N = total of students[1]

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[1]Sudjana, *Metode Statistika,* (Bandung: Tarsito Bandung, 1992), p. 73.

Based on the researcher observation data in cycle I which is shown by the description above the include 20 respondents, there were 4 students very active in the speaking class by using mystery guess game to learn speaking, and the percentage reached 20%. The active students were 11 and the percentage reached 55%. The less active students were 2 and the percentage reached 10%. And there were 3 students who were not active and the percentage 15%. The classification both of very active students and active students were accumulated and reached 75%.

Table 3
The result of students' scoring of speaking test of cycle 1

Respondent	Three components of speaking assessment			Score of test
	Accuracy	**Fluency**	**Comprehensibility**	
R 1	3	2	3	50
R 2	4	4	3	65
R 3	5	4	4	75
R 4	4	4	4	70
R 5	4	3	4	65
R 6	3	3	3	55
R 7	3	2	3	50
R 8	4	3	4	65
R 9	3	2	4	55
R 10	3	3	3	55
R 11	2	1	2	35
R 12	4	4	4	70
R 13	2	1	2	35
R 14	2	1	1	30
R 15	3	2	3	45
R 16	3	3	2	50
R 17	3	2	3	50
R 18	5	4	4	75
R 19	3	2	4	55
R 20	4	3	3	60
				$\Sigma D = 1110$

Calculating the mean score of the students' speaking test of cycle 1

$$Md = \frac{\Sigma D}{N}$$

$$= \frac{1110}{20}$$

$$= 55.5$$

Table 4
The students' accuracy score of cycle I test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	2	10%
Good	4	6	30%
Average	3	9	45%
Poor	2	3	15%
Very poor	1	0	-

The table above shows that score of accuracy of cycle I varieties: in where there were no students (0,00%) got 'excellent', 2 students (10%) got 'very good', 6 students (30%) got 'good', 9 students (45%) got 'average', 3 students (15%) got 'poor', and there were no students (0,00%), got 'very poor', classification

Table 5
The students' fluency score of cycle 1 test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	5	25%
Average	3	6	30%
Poor	2	6	30%
Very poor	1	3	15%

The table above shows that score of fluency of cycle I varieties: in where there were no students (0,00%) got 'excellent' and 'very good', 5 students (25%) got 'good', 6 students (30%) got 'average', 6 students (30%) got 'poor', and 3 students (15%) got 'very poor', classification.

Table 6
The students' comprehensibility score of cycle 1 test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	8	40%
Average	3	8	40%
Poor	2	3	15%
Very poor	1	1	5%

The table above shows that score of comprehensibility of cycle I varieties: in where there were no students (0,00%) got 'excellent' and 'very good', 8 students (40%) got 'good', 8 students (40%) got 'average', 3 students (15%) got 'poor', and 1 student (5%), got 'very poor', classification.

2. Findings in cycle II

Table 7
The observation result of students active participation of cycle II

Respondents	Very active	Active	Less active	Not active
R 1		■		
R 2		■		
R 3	■			
R 4	■			
R 5		■		
R 6		■		
R 7		■		
R 8		■		
R 9		■		
R 10		■		

Respondent				
R 11		■		
R 12	■			
R 13			■	
R 14			■	
R 15		■		
R 16			■	
R 17	■			
R 18		■		
R 19		■		
R 20		■		

Table 8
The percentage of students' active participation of cycle II

Classification	Frequency	Percentage(%)
Very active	4	20%
Active	13	65%
Less active	3	15%
Not active	-	-

This observation data was collected and classification like in cycle 1. Based on the researcher observation data in cycle 2 which is shown there were 5 students very active in the speaking class by using mystery guess game to learn speaking, and the percentage reached 20%. The active students were 13 and the percentage reached 65%. The less active students were 3 and the percentage reached 15%. The classification both of very active students and active students were accumulated and reached 85%.

Table 9
The result of students' scoring of speaking test of cycle ll

Respondent	Three components of speaking assessment			Score of
	Accuracy	Fluency	Comprehensibility	test
R 1	4	4	5	75
R 2	5	4	5	80
R 3	5	5	5	85

R 4	5	5	5	85
R 5	5	4	5	80
R 6	5	4	4	75
R 7	5	3	4	70
R 8	5	4	5	80
R 9	5	4	4	75
R 10	5	4	5	80
R 11	5	3	4	70
R 12	5	5	5	85
R 13	5	3	4	70
R 14	4	4	4	70
R 15	4	4	5	75
R 16	4	4	4	70
R 17	4	3	5	70
R 18	5	5	4	80
R 19	5	3	4	70
R 20	5	4	5	75
				$\Sigma D = 1520$

Calculating the mean score of the students' speaking test of cycle II

$$Md = \frac{\Sigma D}{N}$$

$$= \frac{1520}{20}$$

$$= 76$$

Table 10
The students' accuracy score of cycle ll test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	15	75%
Good	4	5	25%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of accuracy of cycle II were still varieties but there were some improvements: in which there were no students (0,00%) got 'excellent', 15 students (75%) got 'very good', 5 students (25%) got 'good', and there were no students got 'average', 'poor', and 'very poor' classification.

Table 11
The students' fluency score of cycle ll test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	4	20%
Good	4	11	55%
Average	3	5	25%
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of fluency of cycle II were still varieties but there were some improvements: in which there were no students (0,00%) got 'excellent', 4 students (20%) got 'very good', 11 students (55%) got 'good', 5 students (25%) got 'average', and no students (0,00%) got 'poor', and 'very poor' classification.

Table 12
The students' comprehensibility score of cycle ll test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	11	55%
Good	4	9	45%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

The table above shows that score of comprehensibility of cycle II were still varieties but there were some improvements: in which there were no students (0,00%)

got 'excellent', 11 students (55%) got 'very good', 9 students (45%) got 'good', and no students (0,00%) got 'average', 'poor', and 'very poor' classification.

3. Findings of students' perception through questionnaire

Table 13
The result of students' perception through questionnaire

Questionnaire	Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
1	7	13	-	-	-
2	5	13	2	-	-
3	6	14	-	-	-
4	12	7	1	-	-
5	9	9	1	1	-
6	7	11	2	-	-
7	11	8	1	-	-
8	11	9	-	-	
9	11	8	1	-	-
10	11	9	-	-	-

The table above shows the common result of students' perception through questionnaire. Most of them had positive responds about learning speaking by using mystery guess game to improve their speaking skill. In which, almost of all students only chose strongly agree and agree in every statement. The following tables are the detail description or explanation of the data that were used to know the students' perception about mystery guess game to learn English especially in learning speaking.

Table 14
Mystery guess game makes me feel more interesting to learn speaking.

Classification	Frequency	Percentage
Strongly agree	7	35%
Agree	13	65%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that after using mystery guess game the students feel interesting to learn speaking than before. There were 7 (35%) respondents said strongly agree, 13 (65%) respondents said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that after using mystery guess game students feel interesting in learning speaking.

Table 15
I feel more interesting to learn speaking by using mystery guess game than any other ways.

Classification	Frequency	Percentage
Strongly agree	5	25%
Agree	13	65%
Uncertain	2	10%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using mystery guess game can improve students' speaking skill. There were 5 (25%) respondents said strongly agree, 13 (65%) respondents said agree, 2 (10%) respondents said uncertain, and none of the students said disagree and strongly disagree. It means that after using mystery guess game students feel interesting in learning speaking than other ways.

Table 16
Mystery guess game can improve my speaking skill.

Classification	Frequency	Percentage
Strongly agree	6	30%
Agree	14	70%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using mystery guess game makes students can improve their speaking skill. There were 6 (30%) respondents said strongly agree, 14 (70%) respondents said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that learning speaking by using mystery guess game makes students can improve their speaking skill.

Table 17
Learning speaking by mystery guess game makes me feel enjoy in learning speaking.

Classification	Frequency	Percentage
Strongly agree	12	60%
Agree	7	35%
Uncertain	1	5%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using mystery guess game makes students feel enjoy in learning speaking. There were 12 (60%) respondents said strongly agree, 7 (35%) respondents said agree. 1 (5%) respondents said uncertain, and none of the students said disagree

and strongly disagree. It means that learning speaking by using mystery guess game makes students feel enjoy in learning speaking.

Table 18
Mystery guess game always presents my feel to speak more.

Classification	Frequency	Percentage
Strongly agree	9	45%
Agree	9	45%
Uncertain	1	5%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using mystery guess game makes students feel to speak more. There were 9 (45%) respondents said strongly agree, 9 (45%) respondents said agree. 1 (5%) respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by mystery guess game makes students feel to speak more.

Table 19

Mystery guess game can increase my brave to speak in front of the teacher/ researcher.

Classification	Frequency	Percentage
Strongly agree	7	35%
Agree	11	55%
Uncertain	2	10%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that the use of mystery guess game can increase students` brave to speak in front of the

teacher/ researcher and can increase their speaking skill. There were 7 (35%) respondents said strongly agree, 11 (55%) respondents said agree, 2 (10%) students said uncertainly, and none of the students said disagree and strongly disagree. It means that the use of mystery guess game can increase students` brave to speak in front of the teacher/ researcher and can increase their speaking skill**.**

Table 20

Mystery guess game is very comfort in learn speaking.

Classification	Frequency	Percentage
Strongly agree	11	55%
Agree	8	40%
Uncertain	1	5%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that the students feel very comfort in learn speaking by using mystery guess game. There were 11 (55%) respondents said strongly agree, 8 (40%) respondents said agree, 1 (5%) students said uncertainly, and none of the students said disagree, and strongly disagree. It means that the students feel very comfort in learn speaking by using mystery guess game.

Table 21
My spirit to learn English language can increase after applies the mystery guess game in learning.

Classification	Frequency	Percentage
Strongly agree	11	55%
Agree	9	45%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that students` spirit can increase in learning English language after applies the mystery guess game. There were 11 (55%) respondents said strongly agree, 9 (45%) respondents said agree, and none of the students said uncertain, disagree, and strongly disagree. It means that students` spirit can increase in learning English language after applies the mystery guess game.

Table 22
I feel became very like to learning speaking after introduced with mystery guess game.

Classification	Frequency	Percentage
Strongly agree	11	55%
Agree	8	40%
Uncertain	1	5%
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said strongly agree that learning speaking by using mystery guess game makes students very like to learning speaking. There were 11 (55%) respondents said strongly agree, 8 (40%) respondents said agree, 1 (5%) students said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using mystery guess game makes students very like to learning speaking.

Table 23

Learning speaking by using mystery guess game makes me feel learn on plays so I am not bored to learn speaking

Classification	Frequency	Percentage
Strongly agree	11	55%
Agree	9	45%
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table above indicates that most of the respondents said agree that learning speaking by using mystery guess game makes the students learn speaking like in plays so students were not bored to learn speaking. There were 11 (55%) respondents said strongly agree, 9 (45%) respondents said agree, and none of the students said uncertain, disagree, and strongly disagree. It means that learning speaking by using mystery guess game makes the students learn speaking like in plays so students were not bored to learn speaking.

B. Discussions

Based on the result of the previous findings, it can be discussed that:

1. The First Cycle

a. The result of observation sheet that filled by researcher as observatory found that: (1) Students seem enthusiastic in learning speaking by using mystery guess game (good), (2) Students seem not confused to guess the word (was not success), (3) Students seem more confidence to speak English by using mystery guess game (enough), (4) helps students improve their speaking ability in speaking English

(enough), (5) Students be more motivated to speak longer after using mystery guess game (enough).

b. The result of students' active participation in learning speaking process by using mystery guess game in cycle I, it was found that there were 4 students *very active* in learning speaking by using mystery guess game as one of way to learn speaking, and the percentage reached 20%. The *active* students were 11 and the percentage reached 55%. The *less active* students were 2 and the percentage reached 10 %. And there were 3 students who were *not active* and the percentage 15%. The classification both of very active students and active students were accumulated and reached 75%.

c. The result of students' test the researcher found there were some of students who still got low scores in fluency and comprehensibility. In fluency classification showed that the students' score were varieties: in which there were no students (0,00%) got 'excellent' and 'very good', 5 students (25%) got 'good', 6 students (30%) got 'average', 6 students (30%) got 'poor', and 3 students (15%) got 'very poor', classification. In comprehensibility classification showed that the students' score were varieties: in which there were no students (0,00%) got 'excellent' and ' and 'very good', 8 students (40%) got 'good', 8 students (40%) got 'average', 3 students (15%) got 'poor', and 1 students (5%), got 'very poor', classification. The mean score of students in this cycle were 55.5. In this cycle there were some of students got score test under the criteria of completeness of material according to working indicators. Although like that, but students have shown progress in their speaking skill than before/ when the researcher doing pre observation before conduct this study.

2. The Second Cycle

a. The result of observation sheet In the cycle II students were not confused to guess the words, using their own words and their own sentences for speaking. This result shows the increased attention and the activity of students in the learning process by using mystery guess game. The result of observation sheet that filled by researcher as observatory found that: (1) Students seem enthusiastic in learning speaking by using mystery guess game (very good), (2) Students seem not confused to guess the word (good), (3) Students seem more confidence to speak English by using mystery guess game (good), (4) helps students improve their speaking ability in speaking English (good), (5) Students be more motivated to speak longer after using mystery guess game (good).

b. The result of students' active participation in the cycle II found that there were 4 students very active in learning speaking by using mystery guess game to learn speaking, and the percentage reached 20%. The active students were 13 and the percentage reached 65%. The less active students were 3 and the percentage reached 15%, and none of the students who were not active. The classification both of very active students and active students were accumulated and reached 85%. This result shows the increased attention and the activity of students in the learning process by using mystery guess game. According to working indicators that one of criteria of successfully is characterized by increased attendance, attention, and the activity of students in the learning process. It means that students' active participation in this research has shown one of the criteria of success study.

c. The result of students' test, to solve the problem the researcher planed to fix the lack. So, in the cycle II the researcher gave students different strategy from the previous cycle to got good score. In the next cycle the students has be more discipline than before and in the every meeting they have to brought an English dictionary to look for the word that they not know when they were practice speaking to guess the word in mystery guess game and then the researcher was giving corrections, so they can be known their mistakes. And besides that, why the researcher chose mystery guess game in this research? because the researcher want the students improve their speaking skill by using their own words or their own sentences to guess something, so they can be speak more to improve their speaking skill. Besides that, the researcher gave motivation for the students.

All action in cycle II was based on reflection of cycle I were planned in revised plan to improve the students' speaking skill. The researcher gave the topic that they have to guess as speaking test at the meeting. The researcher called the students one by one as a volunteer and the other students practice their speaking. In this test moment, all students showed their progress in speaking. This action was closely related to the relevant material in the previous chapter that is characteristic of successful speaking, in there said "Teachers in teaching speaking to be a success it must ensure that students have the opportunity to practice it (talk)."[2] And the

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[2]Anonim, *Characteristic of Successful Speaking*, (http://suite101.com/article/teaching-speaking-to-english-second-language-students-a261761), accessed November 15, 2012 .

researcher was taught students like the statement above in every meeting and it was gave the positive effect to improve the students' speaking skill.

In cycle II students got great improvements, although there were no students got excellent classification in every component, but their scores were very good. The students' accuracy scores of cycle II were still varieties but there were some improvements: in which there were no students (0,00%) got 'excellent', 15 students (75%) got 'very good', 5 students (25%) got 'good', and there were no students got 'average', 'poor', and 'very poor' classification.

The students' fluency scores of cycle II were still varieties but there were some improvements: in which there were no students (0,00%) got 'excellent', 4 students (20%) got 'very good', 11 students (55%) got 'good', 5 students (25%) got 'average', and no students (0,00%) got 'poor', and 'very poor' classification.

The students' comprehensibility scores of cycle II were still varieties but there were some improvements: in which there were no students (0,00%) got 'excellent', 11 students (55%) got 'very good', 9 students (45%) got 'good', and no students (0,00%) got 'average', 'poor', and 'very poor' classification. This result shows the improvements of the students in every component that researcher conduct in this study that is accuracy, fluency, and comprehensibility.

According to the criteria of completeness of material that is established by SMA Negeri 4 Palopo for English subject were 70. And in this cycle (cycle 2) there were no students got score under 70, and they shows increased attendance, attention, and the activity of students in the learning process that can be seen in the observation

sheet. So, this research was successful with in fact that there were no students in cycle 2 got score under 70 and mean score of students reached 76. And in this research the researcher found that mystery guess game has successful to improve students' speaking skill. Besides that, pair work and group work in this research has given great improvement in students speaking skill, it was closely related to the relevant material in the previous chapter about principle for teaching speaking, in there said that one of principle for teaching speaking is "provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk."[3] And it was proved in this study that teaching students like that can improve the students' speaking skill.

3. Students' perception through questionnaire

The result of students' perception through questionnaire shows that most of the respondents gave positive responds in every item about learning speaking by using mystery guess game to improve their speaking skill. For the first statement in questionnaire "Mystery guess game makes me feel more interesting to learn speaking". Indicated that most of the respondents said agree that after using of mystery guess game. There were 7 (35%) respondents said strongly agree, 13 (65%) respondents said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that after using mystery guess game students feel interesting in learning speaking.

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[3]David Nunan, *Practical English Language Teaching*, (Singapore: Mc Graw Hill, 2003), p.47.

The second statements "I feel more interesting to learn speaking by using mystery guess game than any other ways". Indicated that most of the respondents said strongly agree, that learn speaking by using mystery guess game can improve students' speaking skill. There were 5 (25%) respondents said strongly agree, 13 (65%) respondents said agree, there were 2 (10%) respondents said uncertain. And none of the respondents said disagree, and strongly disagree. It means that after using mystery guess game students feel interesting in learning speaking than other ways.

The third statement "Mystery guess game can improve my speaking skill". Indicated that most of the respondents said strongly agree that learning speaking by using mystery guess game makes students can improve their speaking skill. There were 6 (30%) respondents said strongly agree, 14 (70%) respondents said agree. And none of the respondents said uncertain, disagree, and strongly disagree. It means that learning speaking by using mystery guess game makes students can improve their speaking skill.

The fourth statement "Learning speaking by mystery guess game makes me feel enjoy in learning speaking". Indicated that most of the respondents said agree that learn speaking by using mystery guess game presenting their confidences for speaking. There were 12 (60%) respondents said strongly agree, 7 (35%) respondents said agree. 1 (5%) respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using mystery guess game makes students feel enjoy in learning speaking.

The fifth statement "Mystery guess game always presents my feel to speak more". Indicated that most of the respondents said agree that learning speaking by using mystery guess game makes students feel to speak more. There were 9 (45%) respondents said strongly agree, 9 (45%) respondents said agree. 1 (5%) respondents said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by mystery guess game makes students feel to speak more.

The sixth statement "Mystery guess game can increase my brave to speak in front of the teacher/ researcher". Indicated that most of the respondents said strongly agree that the use of mystery guess game can increase students` brave to speak in front of the teacher/ researcher and can increase their speaking skill. There were 7 (35%) respondents said strongly agree, 11 (55%) respondents said agree, 2 (10%) students said uncertainly, and none of the students said disagree and strongly disagree. It means that the use of mystery guess game can increase students` brave to speak in front of the teacher/ researcher and can increase their speaking skill.

The seventh statement " Mystery guess game is very comfort in learn speaking". Indicated that most of the respondents said agree that the students feel very comfort in learn speaking by using mystery guess game. There were 11 (55%) respondents said strongly agree, 8 (40%) respondents said agree, 1 (5%) students said uncertainly, and none of the students said disagree, and strongly disagree. It means that the students feel very comfort in learn speaking by using mystery guess game.

The eight statement "My spirit to learn English language can increase after applies the mystery guess game in learning". Indicated that most of the respondents

said agree that students` spirit can increase in learning English language after applies the mystery guess game. There were 11 (55%) respondents said strongly agree, 9 (45%) respondents said agree, and none of the students said uncertain, disagree, and strongly disagree. It means that students` spirit can increase in learning English language after applies the mystery guess game.

The ninth statement "I feel became very like to learning speaking after introduced with mystery guess game". Indicated that most of the respondents said strongly agree that learning speaking by using mystery guess game makes students very like to learning speaking. There were 11 (55%) respondents said strongly agree, 8 (40%) respondents said agree, 1 (5%) students said uncertain, and none of the students said disagree and strongly disagree. It means that learning speaking by using mystery guess game makes students very like to learning speaking.

The last statement "Learning speaking by using mystery guess game makes me feel learn on plays so I am not bored to learn speaking". Indicated that most of the respondents said agree that learning speaking by using mystery guess game makes the students learn speaking like in plays so students were not bored to learn speaking. There were 11 (55%) respondents said strongly agree, 9 (45%) respondents said agree, and none of the students said uncertain, disagree, and strongly disagree. It means that learning speaking by using mystery guess game makes the students learn speaking like in plays so students were not bored to learn speaking.

From those questionnaires the researcher found that the eleventh year students at SMA Negeri 4 Palopo showed positive perception which is indicated by the positive

inputs and attitude toward the using of mystery guess game in speaking English. Furthermore according to Suhardi Sahid says that interest is an attitude, which continuously accompanies one`s attention in choosing an interesting object.[4] Related to the explanation above it can be said that interest also refers to the kind of things we are appreciating and enjoy. The researcher found that most of the students were very interest in learning speaking through mystery guess game and the students` also have good participation of speaking English by mystery guess game.

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[4]Suhardi sahid, *improving students` speaking skill by using retelling story through pantomime at the second semester of English department of STAIN Palopo*. Palopo 2013,P .70.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the data analysis and the findings in the previous chapter.

A. *Conclusion*

Based on the result data analysis and finding in the previous chapter, the conclusion that can be drawn from this study is mystery guess game can improve students' speaking skill at the eleventh year of SMA Negeri 4 Palopo with some effective procedures during learning and teaching process, as follows (1) teacher give interesting topic as mystery guess that will be guessing by students, (2) students practice speaking in pair or group, (3) students bring English dictionary in every meeting, (4) give students motivation about important of English.

There were increased attention and the activity of students in the learning process. And the improvement can be seen through:

1. From observation sheet

In cycle I almost half of all students were confused to guess the word using their own words and their own sentences. And in the cycle II all students were not confused to guess the word using their own words and their own sentences.

2. From students' active participation

In cycle I the classification both of very active students and active students reached 75 %. And in the cycle II became 85%.

3. From students' test

The mean score of students in cycle I reached 55.5. And in the cycle II became 76. Besides that, in the cycle II their speech was more fluently than the previous cycle.

4. From questionnaire

Among 20 students who filled the questionnaire most of them had positive responds about learning speaking by using mystery guess game to improve their speaking skill. In which, almost of all students only chose strongly agree and agree in every statement.

B. Suggestions

Based on the conclusions above the researcher put some suggestions as follows:

1. According to the result of this study the researcher suggest to anyone who want to teach English, especially a teacher who want to improve students' speaking skill can use mystery guess game as one way which can be use to improve students' speaking skill.

2. In teaching speaking by using mystery guess game, the teacher has to give interesting topic as mystery guess that will be guessing by students. So, the students can enjoy practice speaking, and if their practice enjoy they will speak more.

3. In teaching speaking by using mystery guess game, the teacher has to divide students in some groups or in pair, so the students feel not confused to speak and guess with their friends as a volunteer. And it can make the students to speak more.

4. In teaching speaking by using mystery guess game as a way to improve speaking skill, the students speak more to guess the mystery guess so it can make students to learn make a question and understand the questions.

5. In teaching speaking by using mystery guess game, teacher has to use interest topic that the students` will be guess. So, the students not be bored and can to speak more.
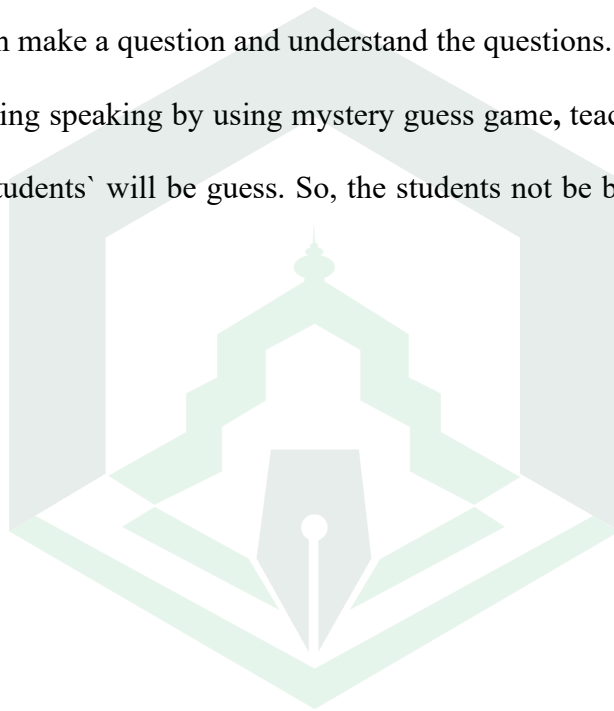
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LEMBAR OBSERVASI
SIKLUS 1

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	S K	Cat.
1	Students seem enthusiastic in learning speaking by using mystery guess game.		17 S 85%				
2	Students seem not confused to guess the word.				10 S 50%		
3	Students seem more confidence to speak English by using mystery guess game.			15 S 75%			
4	The use of mystery guess game can helps students improve their speaking ability in speaking English.			16 S 80%			
5	Students be more motivated to speak longer after using mystery guess game.			16 S 80%			

Catatan:

Sangat Baik (SB) : jika 90% - 100% dari siswa (berhasil).

Baik (B) : jika 75% - 89% dari siswa (berhasil).

Cukup (C : jika 60% - 74% dari siswa (berhasil).

Kurang (K) : jika 45% - 59% dari siswa (gagal).

Sangat kurang (SK) : jika 0% - 44% dari siswa (gagal).

Palopo…………… 2013

Observer,

……………………..

Appendix 4

LEMBAR OBSERVASI
SIKLUS 2

Berilah tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan).

No	Pernyataan	SB	B	C	K	SK	Cat.
1	Students seem enthusiastic in learning speaking by using mystery guess game	18 S 90%					
2	Students seem not confused to guess the word.		17 S 85%				
3	Students seem more confidence to speak English by using mystery guess game.		17 S 85%				
4	The use of mystery guess game can helps students improve their speaking ability in speaking English.		16 S 80%				
5	Students be more motivated to speak longer after using mystery guess game.		17 85%				

Catatan: Sangat Baik (SB)   : jika 90% - 100% dari siswa (berhasil).

                  Baik (B)   : jika 75% - 89% dari siswa (berhasil).

                  Cukup (C   : jika 60% - 74% dari siswa (berhasil).

                  Kurang (K)   : jika 45% - 59% dari siswa (gagal).

                  Sangat kurang (SK)   : jika 0% - 44% dari siswa (gagal).

Palopo,………… 2013

Observer,

…………………..

Appendix 2

ANGKET MYSTERY GUESS GAME UNTUK SISWA KELAS XI SMA NEGERI 4 PALOPO

Keterangan **:** Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang peranan mystery guess game dalam meningkatkan kemampuan speaking. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian dapat diperoleh dengan baik. Atas partisipasinya diucapkan banyak terima kasih.

Petunjuk **:** 1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.

2. Pada setiap pertanyaan disediakan empat (4) poin yaitu, Sangat Setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS).

3. Berilah tanda dheck list (   ) pada pilihan anda.

Identitas Respondes

Nama :

Nis :

Kelas :

NO	PERTANYAAN	SS	S	RR	TS
1	Mystery guess game membuat saya merasa lebih tertarik dalam belajar speaking.				
2	Saya lebih tertarik mempelajari speaking melalui mystery guess game di bandingkan dengan cara yang lain.				
3	Mystery guess game dapat meningkatkan kemampuan speaking saya.				
4	Belajar speaking melalui mystery guess game membuat saya merasa enjoy dalam mengikuti pembelajaran speaking.				
5	Mystery guess game selalu menghadirkan rasa keinginan saya untuk terus melakukan speaking.				
6	Mystery guess game menumbuhkan keberanian saya untuk melakukan speaking di depan guru/peneliti.				
7	Mystery guess game sangat menghibur dalam belajar speaking.				
8	Semangat saya belajar bahasa Inggris bisa bertambah setelah menggunakan mystery guess game .				
9	Saya menjadi suka belajar speaking setelah diperkenalkan dengan mystery guess game .				
10	Belajar speaking melalui mystery guess game membuat saya merasa belajar dalam bermain sehingga saya tidak bosan dalam belajar speaking.				

LEMBAR PENGAMATAN AKTIVITAS SISWA
DALAM PEMBELAJARAN SPEAKING MELALUI MYSTERY GUESS GAME

NAMA   :

Nis   :

Kelas   :

Petunjuk   : Bubuhilah dengan tanda chek list (   ) pada kolo penilaian yang sesuai.

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
1	Perhatian siswa menerima instruksi pada proses awal kegiatan pembelajaran.				
2	Pusat perhatian siswa dalam menerima materi.				
3	Semangat siswa dalam menerima materi melalui mystery guess game.				
4	Ketekunan siswa dalam menjawab dan menebak kata.				
5	Ketertiban siswa selam proses pembelajaran berlangsung				
6	Kempuan siswa menjawab dan menebak kata.				
7	Keaktifan siswa dalam kelas.				
8	Tingkat kemampuan siswa dalam bertanya.				

Ket : 1. Tidak baik.   2. Kurang baik.   3. Cukup baik.   4. Baik

Catatan :

………………………………………………………………………………………….

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                                                                          Pengamat

SIKLUS I

LEMBAR PENGAMATAN AKTIVITAS GURU
DALAM PROSES PEMBELAJARAN SPEAKING MELALUI MYSTERY GUESS GAME

Nama Peneliti : Media Astutik Limola

Tanggal   :

Pukul   :

Petunjuk : Berikan penilaian dengan menuliskan tanda ( ) pada kolom yang tersedia.

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	A. PENDAHULUAN				
	1. Membuka kelas				
	2. Memotivasi siswa				
	3. Menghubungkan materi pelajaran sekarang dengan sebelumnya.				
	B. Kegiatan Inti				
	1. Menerangkan tentang mystery guess game				
	2. Melatih siswa dalam menjawab dan menebak kata.				
	3. Mengawasi siswa dalam menerima materi				
	4. Memberi bantuan kepada siswa yang kesulitan				
	5. Feed back dari guru				
	C. Penutup				
	1. Menyimpulkan materi pada akhir pelajaran				
III	PENGELOLAAN WAKTU				
IV	TEKNIK BERTANYA GURU				
V	SUASANA KELAS				
	*Berpusat pada guru				
	*Berpusat pada siswa				
	*Guru antusias				
	*Siswa antusias				

Keterangan :

   1. Tidak baik   3. Cukup baik
   2. Baik   4. Kurang baik

Catatan :

…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………………………………………………………. Pengamat

**LEMBAR PENGAMATAN AKTIVITAS GURU
DALAM PROSES PEMBELAJARAN SPEAKING MELALUI MYSTERY GUESS
GAME**

Nama Peneliti : Media Astutik Limola

Tanggal　　　 :

Pukul　　　　 :

Petunjuk : Berikan penilaian dengan menuliskan tanda ( ) pada kolom yang tersedia.

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	D. PENDAHULUAN				
	4. Membuka kelas				
	5. Memotivasi siswa				
	6. Menghubungkan materi pelajaran sekarang dengan sebelumnya.				
	E. Kegiatan Inti				
	6. Menerangkan tentang mystery guess game				
	7. Melatih siswa dalam menjawab dan menebak kata.				
	8. Mengawasi siswa dalam menerima materi				
	9. Memberi bantuan kepada siswa yang kesulitan				
	10. Feed back dari guru				
	F. Penutup				
	2. Menyimpulkan materi pada akhir pelajaran				
III	PENGELOLAAN WAKTU				
IV	TEKNIK BERTANYA GURU				
V	SUASANA KELAS				
	*Berpusat pada guru				
	*Berpusat pada siswa				
	*Guru antusias				
	*Siswa antusias				

Keterangan :

3. Tidak baik 　　　　3. Cukup baik
4. Baik 　　　　　　　4. Kurang baik

Catatan :

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………. Pengamat

LESSON PLAN

Name   **: Media Astutik Limola**

Class   **: X1 IPA**

Time   **: 90 minutes**

No.	Materi/Subject	Interaction	Procedure	Time
1.	**Introduction**	T ⟶ S	Asslm. Well students, my name is media astutik limola…you can call me dhia…	5 min
2.	**Pre-activities** Speaking material through mystery guess game	T ⟶ S	Give explanation about how to learn speaking through mystery guess game to the students	15 min
3.	**Main- activities** mystery guess game Test	T ⟶ S	Give speaking test to the students one by one through mystery guess game	60 min
4.	**Closing**	T ⟶ S	Give some suggestion to the students about the game and Close the meeting	10 min

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMAN 4 PALOPO
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : XI/ Ganjil
Waktu   : 90 menit

A. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur.

C.   INDIKATOR

*   Mengungkapkan tindak tutur dalam wacana lisan transaksional dan interpersonal .

D. TUJUAN PEMBELAJARAN

*   Siswa mampu mengungkapkan tindak tutur dalam wacana lisan transaksional dan interpersonal memproduksi kalimat dengan kreatif untuk menebak kata berdasarkan topik.

E. MATERI PEMBELAJARAN
Beberapa kata dari topic yang akan ditebak
Adapun topiknya yakni:
*   Famous person   : Obama, Syahrini, Susilo Bambang Yudoyono,
                          Jastin Biber, Ariel, R.A Kartini
*   Transportation   : Truk, Train, Car, Pedicab, Boat, Bus, Bicycle

- Professions   : Fisherman, Lecturer, Farmer, policeman, Sailor, Musician, Dentist.

F. METODE PEMBELAJARAN
- Mystery Guess Game

G. KEGIATAN PEMBELAJARAN
Pertemuan 1
- **Kegiatan awal**
  - Guru mengucapkan salam dan memeriksa kehadiran siswa
  - Guru membuka kelas pada awal pembelajaran
  - Guru menerangkan materi yang akan dibahas.
  - Guru akan menjelaskan bagaimana menggunakan mystery guess games
- **Kegiatan inti**
  - Siswa diberikan topik "famous person, professions, and transportation " yang terdiri dari mystery guess atau kata rahasia yang akan ditebak serta memilih siswa yang berperan sebagai volunteer
  - Siswa secara bergiliran berbicara dan menebak kata yang telah dipilih oleh volunteer dari topik yang telah ditentukankan guru.
- **Kegiatan akhir**
  - Guru memberikan feedback berupa koreksi dan masukan kepada siswa
  - Mengevaluasi siswa
  - Menutup pelajaran

Pertemuan 2
- **Kegiatan awal**
  - Guru mengucapkan salam dan memeriksa kehadiran siswa
  - Guru membuka kelas pada awal pembelajaran
  - Guru menerangkan hal- hal yang berkaitan dengan topic mystery guess game
- **Kegiatan inti**
  - Siswa diberikan topik "famous person, professions, and transportation " yang terdiri dari mystery guess atau kata rahasia yang akan ditebak serta memilih siswa yang berperan sebagai volunteer.
  - Siswa secara bergantian dengan pasangannya berbicara/ menebak kata yang telah dipilih oleh volunteer dari topik yang telah ditentukan guru.

- **Kegiatan akhir**
  - Siswa mendapat feedback materi guru
  - Menutup pelajaran

H. SUMBER BELAJAR/ALAT

- Sumber belajar:
  - 50 games for fun
  - Dasar- dasar penguasaan bahasa inggris
  - Kamus
  - Grammar in use
- Alat :
  - Kamera
  - Tape recorder

Palopo,   Oktober 2013

Guru Matapelajaran   Mahasiswa

Hariani, S.Pd   Media astutik limola
NIP.19791116 200604 2 019   NIM.09.16.3.0029

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMAN 4 PALOPO
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : XI/ Ganjil
Waktu   : 90 menit

A. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur.

C. INDIKATOR

- Mengungkapkan tindak tutur dalam wacana lisan transaksional dan interpersonal

D. TUJUAN PEMBELAJARAN

- Siswa mampu mengungkapkan tindak tutur dalam wacana lisan transaksional dan interpersonal memproduksi kalimat dengan kreatif untuk menebak kata berdasarkan topic.

E. MATERI PEMBELAJARAN

Beberapa kata dari topic yang akan ditebak

Adapun topiknya yakni:
- Fruits   : mango, apple, date, coconut, tomato,papaya.
- Animals   : butterfly, crocodile, ant, bee, frog, turtle, spider.
- Foods   : rice, gado- gado, sate, kapurung, meat ball, fried chicken.

F. METODE PEMBELAJARAN

- Mystery Guess Game

G. KEGIATAN PEMBELAJARAN

Pertemuan 1

- **Kegiatan awal**
  - Guru mengucapkan salam dan memeriksa kehadiran siswa
  - Guru membuka kelas pada awal pembelajaran
  - Guru menerangkan seputar materi yang akan dibahas.

- **Kegiatan inti**
  - Siswa diberikan topik "fruits, animals, and foods " yang terdiri dari mystery guess atau kata rahasia yang akan ditebak serta memilih siswa yang berperan sebagai volunteer
  - Siswa secara berkelompok berbicara/ menebak kata yang telah dipilih oleh volunteer dari topik yang telah ditentukankan guru.

- **Kegiatan akhir**
  - Guru memberikan feedback berupa koreksi dan masukan kepada siswa
  - Memberi motivasi pada siswa
  - Menutup pelajaran

Pertemuan 2

- **Kegiatan awal**
  - Guru mengucapkan salam dan memeriksa kehadiran siswa
  - Guru membuka kelas pada awal pembelajaran
  - Guru menerangkan hal- hal yang berkaitan dengan topic mystery guess game seperti pada pertemuan sebelumnya.

- **Kegiatan inti**
  - Siswa diberikan topik "fruits, animals, and foods" yang terdiri dari mystery guess atau kata rahasia yang akan ditebak serta memilih siswa yang berperan sebagai volunteer.
  - Siswa secara bergantian dengan pasangannya berbicara/ menebak kata yang telah dipilih oleh volunteer dari topik yang telah ditentukan guru.

- **Kegiatan akhir**
  - Siswa mendapat feedback materi guru
  - Menutup pelajaran

H. SUMBER BELAJAR/ALAT

- Sumber belajar:
  - 50 games for fun

- - Dasar- dasar penguasaan bahasa inggris
  - Kamus
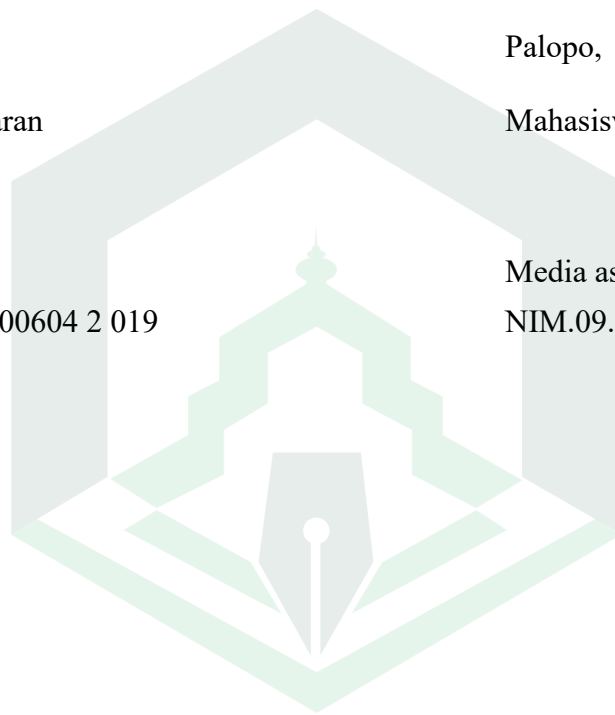 - Grammar in use
- Alat :
  - - Kamera
  - - Tape recorder

Palopo,   oktober 2013

Guru Matapelajaran   Mahasiswa

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