IMPROVING STUDENTS' SPEAKING SKILL THROUGH GUESSING

GAME OF THE SECOND SEMESTER STUDENTS AT STAIN PALOPO

THESIS

Submitted to English Studies of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment for S.Pd. Degree in English Teaching

BY

AMRAN USMAN
NIM: 08.16.3.0003

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

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CONSULTANT APPROVAL

Thesis title   : Improving Students' Speaking skill Through Guessing
                           Games of the second semester students at STAIN Palopo
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Written by: Name   : Amran Usman
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Has been corrected and approved to be examined.

Palopo,   May 2013

Pembimbing I   Pembimbing II

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THESIS APPROVAL

This thesis entitled **"Improving Students' Speaking Skill Through Guessing Game of The Second Semester at STAIN Palopo",** which is written by **Amran Usman, Reg.Num. 08.16.3.0003,** English S1 study program of tarbiyah Department of State College for Islamic Study Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Monday, **May 17th 2013 M., coincide with Rajab 07 1434 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

Palopo, 17th May, 2013 M
07 Rajab 1434 H

COMMITTEE OF EXAMINATION

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PRONOUNCEMENT
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Menyatakan dengan sebenarnya :

1. Skripsi ini benar-benar merupakan hasil karya saya sendiri, bukan atau duplikasi dari tulisan / karya orang lain yang saya akui sebagai hasil tulisan atau karya pikiran saya sendiri.

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Demikian pernyataan saya buat sebagaimana mestinya. Bilamana dikemudian hari ternyata pernyataan saya ini tidak benar, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Palopo, 9 May 2013

Yang membuat pernyataan

AMRAN USMAN
NIM. 08.16.3.003

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Palopo, 8 May 2013

The Researcher

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ABSTRACT

Amran Usman, 2013. *"Improving Students' Speaking skill Through Guessing Games of the second semester students at STAIN Palopo"* *Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo.*

Consultant : 1. Sukirman Nurdjan, S.S., M.Pd. 2. Wisran, S.S., M.Pd

Key Words : Improving, Speaking Skill, Guessing Game.

This thesis depicts the guessing games method in improving the students' speaking skill. The research is held at the second semester students of English department at STAIN Palopo academic year 2012/2013 . Guessing games is applied and modified into series of activities of Guessing Word, Guessing Pictures, and Guessing Sound. The activities in applying Guessing games are two parts. They are guessing and practicing.

The problem statement of this research is related to whether Guessing games is effective in improving the students' speaking skill. The objective of this research is to find out whether Guessing games is effective in improving the students' speaking skill. The research applies one group pretest and posttest design. This research applies purposive sampling technique with 24 students as the sample from the second semester students of English department at STAIN Palopo academic year 2012/2013 .

The result of data analysis and the findings in the application of the research indicates that Guessing games method which is applied in teaching technique is effective in improving the students' speaking skill covering three important aspects such as accuracy, fluency and comprehensibility.

CHAPTER I

INTRODUCTION

A. Background

Most of the teaching methods before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory. This shows that teachers need enrichments with appropriate ways of teaching atmosphere, that is why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching learning process would contribute more input to reach satisfied learning outcome. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of very aspects of their life. English is most widely used in teaching learning process of broader Educational occasions either formal or informal environment.[1]

According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills.[2] However, it is not easy to master all the skills; there must be one important skill that covers the whole skills. Based on the statement above speaking is the most important skill that should be mastered by students according to the recent

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[1] Andrew Wright, *David Betteridge and Michael Buckby,Games for Language Learning* (Sidney : Cambridge University Press, 1989), p. 2.

[2] Ontario. *English Curriculum*. Online *: http://www.edu.gov.on.ca.id* . accessed at april 23rd, 2013.

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need of the society. That living in 21st century is a matter of information and technology challenge, is certain. For this reason the need in the mastery of speaking skill is a fundamental need. This is a reason why this research focuses in speaking improvement.

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other trough communication. In the classroom, the teacher must create the situation that can encourage real communication, many activities can be designed to make majors' element lively.

Relating to speaking activities in class and helping students to improve their speaking skill is part of the teacher's job. He or she is expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom environment. Therefore, the students will have opportunity to use English among themselves. The teaching of learning process should not only happen between teacher and students but also between students and students.

Second semester students of English department of STAIN Palopo are individuals prepared to become professional English teacher. As a matter of fact they need to upgrade their performance as an indication of having proportional competency as teacher. Excellent Speaking skill should be what they master. As it is a skill clearly viewed by people to judge the teacher is competent or incompetent. It seems that the second semester students of English department do not realize this case. It is shown

by their reluctance in speaking English in campus or in the classroom. Usually they speak English for the purpose of having good score but they forget the truth of learning that it is for their own self–quality improvement. Therefore, it is a necessity to find media to both encourage and stimulate them to practice their English speaking skill.

Considering problem, Game is one of the techniques that can be applied in teaching speaking to encourage and improve their skill because game in one of potential activities that gives students feeling of freedom to express themselves. In this research, the researcher focuses on the use of guessing games. The reason for using guessing games is that it stimulates the students to think and have curiosity on the guessed items. They are stimulated by their curiosity on the matter to practice their speaking skill.[3] In addition it gives more opportunities to students to make turns in speaking during the times allocated. Guessing games is combination between language practice and fun. They can express their ideas freely because they do activities with their friends. This game is also easy to admire and flexible in terms of subject matter and design.

Considering the matters on the above statement. It is clear that the mastery of English speaking skill by the second semester students of English department at STAIN Palopo is a need and guessing games is the right teaching technique for that.

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[3] David Betteridge and Michael Buckby, *Games for Language Learning*, New Edition (Sidney Cambridge University Press, 1990), p. 169

Therefore the researcher is deeply interested in carrying out a research under a title of improving Teaching Speaking Skill through Guessing Game technique.

B. *Problem Statement*

Based on the explanation in the background above, the researcher states problem statement as follows:

"To what extend does guessing game improve the second semester of STAIN Palopo Speaking Skill?"

C. *Objective of the Research*

Relevant to the research question set above, the researcher states that specific objective of the research is:

" To find out what extend does guessing game can improve the speaking skill of the second semester students of STAIN Palopo"

D. *Significance of the Research*

The researcher hopes that this thesis can develop education institution to perform a language laboratory, teacher to use the approach and method properly in teaching speaking to their students; it can be refer for English teacher in studying which pursuant and guide lines of the better ways to achieve the successful English Study. The significance of this research for Students in English Department of STAIN Palopo that the speaking lecturer of the school knows actually teaching and teaching

speaking are really acceded by the teacher. The students of course the speaking lecturer tries provide the equipment of speaking so that, the students speak can be improved by practicing actively. it motivates and encourages students to practice speaking English. It makes them enjoy expressing their feeling ideas, opinion and even in messages and suggestions. Since it is fun activity, it helps students to take port in practice.

E. *Scope of the Research*

The scope of the research is restricted to the effectiveness of guessing games in improving the student's speaking ability. In this research the material will be limited on the development of activities of Guessing Word. And The Speaking abilities stressed on accuracy, fluency, and comprehensibility.
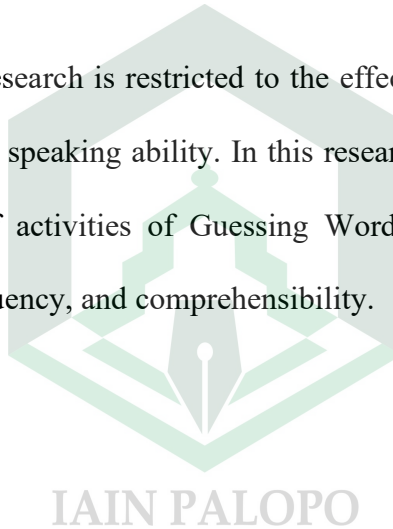
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

1. Previous Related Research Findings

In writing this thesis the researcher findings some researches related which make the writer eagers to hold the researcher . those are :

a.   Akbar, in his thesis under the title of the effectiveness of Oral Drill in improving student's speaking skill (an experimental research on first year students of tourism department at SMKN 1 Palopo academic year 2008 / 2009 suggested that :

1) In teaching speaking, the teacher should present material which can stimulate the students to speak more actively. Talking about the student's personal data and their family could be one of the option.

2) In teaching speaking the teacher should be sure enough that all students have understood well what they are going to do. In other words the teacher should explain the procedures and the rules of learning material otherwise the students will be confused and will feel unconfident and blank.[4]

b.   Nurhayati Usman in (thesis, 2008) had conducted about the improving students' speaking skill at the tenth year, she concluded that joining Language Learning

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[4] Akbar, *the effectiveness of Oral Drill in improving student's speaking skill at SMKN 1 Palopo,* (Palopo : STAIN Palopo, 2008), p.60.

Community (LLC) can improve students' speaking skill at Pesantren Modern Datok Sulaiman Putri Palopo[5].

c.   Muhammad Amin in (Thesis 2009) had conclude, the students joining English Super camp the speaking skill of the students more suitable, in addition English Super Camp program as an effectiveway in learning English. It can motivate the students to improve the speaking skill[6].

Having explained about previous related research finding of researches, the researcher give state that there are some way to improve students' speaking skill. It also motivate the researcher to do research by using another way. In this research, the researcher will use Guessing Games as the teaching technique that concerns to the role of the students and teacher in classroom. The student's role in the class of guessing games are those they gain stimulus or input from what they hear spoken by the teacher and gain response or output from what they do. So guessing games activates both teacher and student's role so that the teacher's target will finally be reached in the process of learning and teaching and in this case, guessing games are the appropriate teaching technique to be applied.

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[5]NurhayatiUsman, *Improving students' speaking skill at the tenth year of Pesantren Modern Datok Sulaiman Putri Palopo through Language Learning Community*, (Palopo, STAIN Palopo, 2008), p.73

[6]Muhammad Amin*, Improving students' speaking skill at SMAN 1 Bone-bone through English Super Camp*, (palopo, STAIN palopo, 2009), p.68

2. Speaking Skill

a.   Definition

Heaton defines speaking ability as the ability to communicate ideas appropriately and effectively.[7] In conclusion, speaking ability is the ability to speak appropriately and effectively in real communicative situation in order to communicate ideas to another.

Human beings have feeling, ideas and thought. As social creature, they need to communicate their feeling, ideas or thought. And by means of speaking they can realize it. Speaking is the most essential way in which the speaker can express himself through the language.

b.   The problem of speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. As we learn to speak, we also should learn some aspects such as vocabulary mastery, courage to speak and do continuously speaking practice.

Speaking a language is usually difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in

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[7] J.B. Heaton, *Writing English Language Test* (New York : Longman Group UK company,1988), p. 87.

social interaction. Diversity in interaction involves not only verbal communication, but also linguistic elements of speech, such as pitch stress and intonation.[8]

There are some characteristics which can make speaking difficult as well as, in some case, easy.

1. Clustering

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

2. Redundancy

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

3. Reduced form

Construction, elision, reduced vowel, etc. All forms are all special problems in teaching spoken language.

4. Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances of hesitation, pauses, backtracking and corrections.

5. Colloquial language.

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[8] Jack C Richard & willy A. Renandya, *Methodology in language Teaching : an Anthology of Current Practice* (United State of America : Cambridge university Press, 2002), p. 204.

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

6. 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.

7. Stress rhythm and intonation

The most important characteristic of English pronunciation will be explained below. Those are the stress, rhythm of spoken English and its intonation pattern convey important massage.

8. Interaction

Learning to produce forms of language is a vacuum without interlocutors would rob speaking skill of its richest component: The creativity of conversational negotiation.[9]

c. **Main factors in assessing speaking ability**

The following are the main factors that need to be considered in assessing speaking ability namely:

1. Fluency, that is highly complex notion related mainly to smoothness of continuity in discourse. It includes a consideration of how sentences are connected,

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[9] Brown H. Douglas, *Teaching by Principle : an Interactive Approach to Language pedagogy* (New York : Prentice Hall, 2001), p. 270-271.

how sentence vary in word order and omit elements of structure and also certain aspect of the prosody of discourse.

2. Intelligibility essentially depends on the recognizably of the words and sentence patterns of speech. Therefore it involves us in considering the phonetic character of conversational English, particularly from the point of view of its segmental (vowel and consonant) system.

3. Appropriateness refers to the suitability of the situation language . It is also about the way in which informality is expressed by choice of vocabulary, idiom and syntax.[10]

We certainly should know well that the main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.[11] Rasyid and Hafsah J. Nur Divide Speaking skill into two features. First feature is competency that consists of fluency and accuracy. And the second feature is performance that consists of content and interaction. Approciacy is the ability in use of language generally appropriate to the function. [12] Syah said that appropriacy is the usage of lexical, phonology and

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[10] David Crystal and Derek Davy, *Advanced Conversational English* (England : Longman Group Limited, 1975), p. 45
.

[11] M. Basri Wello & Hafsah Amin J. Nur, *An Introduction to ESP* (Ujung Pandang : CV. Sunu Baraya, 1999), p.71.

[12] Muh. Rasyid & Hafsah J. Nur, *Teaching English as foreign language(TEFL)in Indonesia* (Department of English Education FPBS IKIP : Ujung Pandang,1997), p. 20.

intonation properly and fairly based on situation and condition. In this case, Performance feature is the appropriateness in using the language. Based on the statement above, the speaking skill can be divided into three main components, as follow :

1. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Hapsah J. Nur found that in the students' speaking skills, they were fairly fluent in interaction by speaking 75-85 words per minute with not more than 3 false and repetitions and not more than 7 fillers per 100 words.[13]

2. Accuracy

Accuracy is the ability to use the target of language clearly with 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.[14]

3. Comprehensibility

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[13] Muh. Rasyid & Hafsah J. Nur, *Teaching English as foreign language(TEFL)in Indonesia* (Department of English Education FPBS IKIP : Ujung Pandang,1997), p. 20.

[14] H. Douglas Brown, *Teaching by principle : an interactive approach to language pedagogy* (New York : Longman Inc, 2001), p.268.

Comprehensibility is the ability to understand site well to the nomination with considerable repetition and comprehension. It is exercise to improve other understanding.[15]

d.   Speaking skill as productive skill

Speaking and writing involve language production and are therefore often referred to as productive skill.[16] Meanwhile reading and listening refer to language comprehension. They are known as receptive skill.

Second language involves the mastery of all four language skills., viz., listening, speaking, reading and writing (LSRW), which can be classified into two broad categories: (1) Receptive (Listening and Reading) and (2) productive (Speaking and Writing).[17]

In case of drills, the learner is going to apply both his listening skill and speaking skill. In learning process, what the learners listen will store a massage in their memory and mind. And it will give description through a process toward what the learners speak. In other word, the learners apply their receptive (listening skill) and productive skill (speaking skill).Harmer states that very often, of course,

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[15] Manser H martin, *op.cit*., p.105

[16] Jane Willis, *Teaching English through English* (Hong Kong : Longman, 1981), p. 16.

[17] Danielson, D and R. Hayden, *English Skills* (On line: http : //en Wikipedia. Org / wiki /English Skills, accessed on March 7th, 2008).

language users employ a combination of skills at the same time. Speaking and listening usually happen at the same time.[18]

Suparman, within the preface of his book, explains several specific competence related to speaking. He stated that :

Speaking skill requires some specific competences. The specific competence comprises the mastery of vocabulary, grammar, courage to initiate speaking, continuously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve English speaking skill.[19]

The learners cannot feedback the teacher and they find difficulty in expressing because of gaps in their linguistic repertoire. It is obvious that to build up learner's speaking skill the teacher needs to recognize well some specific competences (as like Suparman identifies as mastery of vocabulary, grammar, etc). At the same time the teacher should identify difficulty that make the learner reluctant to speak in order to create comfortable class atmosphere so that the learners react and behave like the teacher desire and finally reach the goal.

Harmer expresses what the teacher should do to overcome the difficulty above. He states that the teacher's task will be two fold : to give them (learners) confidence

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[18] Jeremy Harmer, *The Practice of English Language Teaching* (New York : Longman Group Limited, 1991), p.17.

[19] Suparman**,** *Practical Guide to Speak English* (Yogyakarta : UII Press, 2001), p.1.

in English and to equip them with hitherto unknown skills in either their own mother tongue or English.[20]

B. The Concept of Media

Media is most often integrated into English language art and communication class discussion and answer will guide you in that effort. If you are new to media literacy take out introductory four for teacher then recent hear for more information (from internet).

a. Definition of media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.[21] NEA (National Education Association) stated that media is the matter of manipulated which is sad seen, heard, read, and speech, then instrument of used with fine into the language teaching process so it can influence the effectiveness instructional program.

AECT (Association for Education and Communication Technology) define media is all the from utilized to process of information channeling.[22] While Gay puts media as source. Definition of media as the component of learning source that can

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[20] Jeremy Harmer., *op.cit.*, p.25.

[21] Rohani Ahmad, *Media Instructional Education,* (Jakarta : PT. Rineka Cipta, 1997), p 3.

[22] Rohani Ahmad, *Media Instructional Education,* (Jakarta : PT. Rineka Cipta, 1997), p 2.

stimulate student in learning.[23] Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.[24]

b. The function of media

The internal factor media can be used to increase efficiency learning of students because it has potency and capability to stimulate learning process. For example: with present the real object as long as with present the real object as long as with the material. The external factor, media can increase desire and interest of students because through media students will get more experience. So, there perception and understanding more exact and it will rise to desiring and new motivation to learning.

From explanation above, so, take conclution that media can solve the behavior factor of learning namely internal factor and external factor. Through the media, teacher can be given same perception through one thing or certain even to the students in the class.[25]

The functions of media are:

1. Media can be implementation the right basic concept, real and realistic. In using media like picture, films, modeling, graph, etc.

2. Media can increase new desire and interest.

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[23] Azhar Arsyad, *Media Pembelajaran,* (Jakarta : PT. RajaGrafindo, 2004), p 4.

[24] Danin Sudarman, *Media Komunikasi Pendoikan,* (Jakarta : Bumi Aksara, 1995), p 7.

[25] H. Asnawir and M. Basyirudddin Usman, *Media Pembelajaran,* (1st Print ; Jakarta : Ciputat Pres, 2002), p 29.

3. Media can increase the motivation and stimulate students to study. And using picture important of bulletin, films, and listening to audio program can increase certain stimulation to the desire of learning.

4. Media can give integral experience from the concrete to the abstract thing. Film about something or event which cannot be seen by the students directly will give concrete about the meaning of believe culture, etc.

c.   Kinds of media

There are four kinds of media, namely:

1. Visual, visual aids are things just can be seen, for example, films, strip, transparencies, micro projection, blackboard, and movie.

2. Audio visual, audio visual aid can be listening and sight, example, film and TV.

3. Dramatis. For example role plays socio drama, and so on.

4. Audio, audio aid just can be listened, for example: photograph, record, transparent electronic, radio, etc.

Arsyad divided media into two categories, namely:

a. Traditional media

There are eight kinds of traditional media, there are:

1)   Silent visual which is projected

(a)   Opaque projection

(b)   Over head projection

(c)   Slider

(d)   Filmstrips

    2) Visual not projected

(a) Picture, poster

(b) Picture

(c) Charts, graphic, diagram

(d) Show

    3) Audio

(a)   Recorder

(b)   Cassette, reel, cartridge

    4) Multimedia Show

(a)   Slide + voice (tape recorder)

(b)   Multi image

    5) Dynamic visual which is projected

(a)   Films

(b)   TV

    6) Printed

b) Modern media

    (1) Media based of telecommunication

        -   Text book

        -   Module program

        -   Hand out, etc.

- Teleconference

- Study of for distance

(2) Media based on microprocessor

- Computer assisted instruction

- Computer player

- Intelligent tutor system

- Interactive

- Hyper media

- Compact disc.[26]

2. Definition of Guessing Games

According to Klippel, "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out."[27] Wright and Buck say, "Essentially, in guessing and speculating games, someone knows something and the others must find out what it is."[28]

In addition, according to Merriem Webster, "Guessing games is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)."[29]

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[26] Ashar Arsyad, *Media Pembelajaran,* p 35.

[27] FriederikeKlippel, *Keep Talking* (USA: Cambridge University Press, 1994). P. 13

[28]David Betteridge and Michael Buckby, *Games for Language Learning*, New Edition (Sidney Cambridge University Press, 1990), p. 169

[29]Merriem Webster, *Webster's Third New International Dictionary* (USA: Merriem Webster inc, 1986), p. 1008

Based on the definition, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. There are many concepts of guessing games, which can be applied in teaching speaking. According to Lee: Among them are numbers guessing games that can be played at various levels:

a.   Guess what is it? Is it…?

b.   Guess Who I am? What is my name?

c.   Guess what is there in my bag today?

d.   Guess where is it?

Then the description of each concept is as follow:

1. Guess what is it? Is it……….?

The students' things of an object or a person the class knows the name of, and the other ask question, putting up their hand waiting to be called on:

a.   Is a green" Is it Marty's desk.

b.   Is it my face?

c.   Is it the pond?

d.   Is it Billy and Peter?

e.   Is it the cinema?

f.   Is it my mother who came this evening?

g.   It is your book. Etc

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

2. **Guess Who I am? What is my name?**

Everybody imagines himself to be somebody else – a living well known locally, nationally or internationally or an historical figures such as Napoleon, Ghandy, Julius Caesar, Galileo, Etc. Each makes up sentences about himself, e.g.:

a.   I lived…..about…..years ago

b.   I was a king / poet / general / scientist, Etc.

There is not much difficulty in guessing, but it should not to be made too easy (e.g. one should not say, if one is Shakespeare. I lived in Stratford-on-Avon and wrote Hamlet).

3. **Guess what is there in my bag today?**

Alternatively:

a.   What is in my bag today?

b.   What have I got in my bag today?

(This can be teachers or anybody' bag, not doubt specially prepared). The students guess, for instance, there's *an apple / photograph / a mirror / a hand kerchief / a ticket / a doll, etc.* And the owner of the bag says*, No, there's no a…… or Yes, there's a…….*and brings it out and perhaps ask *what colors is it? Or is it a bag…*

*or small....?*At an appropriate level plurals come in naturally here, e.g. *There some.....in my bag.*

4. Guess where is it?

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

a. Is it behind the cupboard

b. Is it in Mr. Claus's bag

c. Is it mom's desk

d. In your shoe

e. Under those books / etc.

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

5. Guessing Games in Teaching Speaking

There is common perception that all learning should be serious and solemn in nature and that if ones are having fun and there is hilarity and laughter, then it is not learning. This is a misconception. It is possible to learn a language as well as enjoy oneself the sometime .One best way of doing this trough games. Games can be applied in teaching – learning English. This idea is supported by Andrew Wright, Betteridge and Buckby. "Games can be found to give practice in all skills (Reading,

speaking, listening, and speaking) in all stages on teaching learning sequences…..”[30] Beside on the statements above, it is clear that all skill can be applied in teaching, one of them is speaking.

There are many reasons a teacher uses games in teaching speaking. Games give students chance to use English orally, it means that students can practice and develop their ability to speak English. Games provide fun and relax while remaining very much within the framework of language learning. It is expected to be shy or slow learners can be active participants to show their ability and find their confidence in communicating in the foreign language.

Among many techniques of guessing in teaching speaking, guessing games can be applied in the teaching of speaking. This assumption is beside on some experts' comments. In fact, there are many categories of guessing games. Patricia and Amato say: Although the categories can overlap, the games here offered her are dividend into the following types depending on their emphasis: non-verbal games, board-advancing games, treasure hunt and guessing games.[31]

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[30]Andrew Wright, *David Betteridge and Michael Buckby,Games for Language Learning* (Sidney : Cambridge University Press, 1989), p. 2

[31]Patricia , Richard – Amato, *Making it Happened* : Interaction in The Second Language Classroom (New York and London : Longman, 1988), p. 156

According to Richard – Amato, "Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, they must important function is to give practice in communication."[32]

It says that guessing games make students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English. They also add that: Guessing games can be painless to develop or reinforce any number concepts. "Guessing what I am," Guess who I am" for example, can be used teach about animals profession or people in different age groups (baby, child, teenager, young adult, elderly person). Those statements say that by given some concepts of guessing games like "Guess What I am" or "Guess Who I am". The teacher can teach many kinds of topics such as about animals, profession or people.

Silver said, "Real guessing games provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention."

Based on the statement above, we can conclude that guessing games give students more chance in formulating question. But we know that language classes are spent answering questions puts forth by the teacher or text book. This idea is also supported by Silver: "Language classes are often inadvertently structured so that most

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[32]Patricia A. Richard – Amato,*Making in Happen*: Interaction; the Second Language Classroom (New York and London : Longman, 1988), p. 155

of the students speaking time is spent answering questions put forth by teacher or text book: as a result the students often have difficulty in forming own question."[33]

So, by using this game students are asked to practice in formulating questions. Here the students can apply their ability in using question – word (W H) question. Lee says, "Among them are number of guessing games which can be applied at various age level in general, the challenge to guess arouses considerable interest and encourages the learners to communicate…."[34] That statement says that guessing games can be applied at various age levels. It has the same idea Klippel, he said, "Everybody knows guessing games is not only children that like guessing games; adults like guessing too, as shown by many popular TV programmers."

In addition, he adds, "Guessing are true communicative situation and such are very important for foreign language practice with fun and excitement." From the three theories, it is enough clear that guessing games are liked by students all of ages from children until adult, it arouses considerable interest and encourages the learners to communicate because it is combination between language practice with fun and excitement.

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[33] http://www.google.co.id/url?sa=t&rct=j&q=Stephen M. Silver, *Guessing for the Classroom and The English Speaking Club.Selected* Articles from the English Teaching Forum. 1980 – 1983, p. 244

[34] W. R..*Language Teaching Games and Contest* (Toronto: Oxford University Press, 1994), p.1

C. The Conceptual Framework

The focus in this research is can guessing game improve the second year students of STAIN Palopo the research is described in the following diagram:

INPUT Student' Speaking Skill pretest	→	PROCESS Guessing game	→	OUTPUT The Students' Speaking Achievement
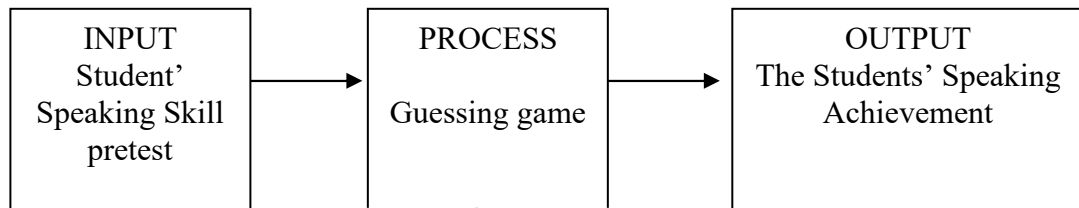
The main component above describe as follow:

Input   :   It refers to Students' speaking skill pre test

Process   :   It refers to the teaching vocabularies through guessing game

Output   :   The output in the students' vocabularies achievement.

D. Hypothesis

Null Hypothesis (Ho): guessing game can improve the first year students of STAIN Palopo speaking skill.

Alternative Hypothesis (Ha): guessing game can not improve the first year students of STAIN Palopo speaking skill.

CHAPTER III

METHODOLOGY

A. Method and Design

The research applied in this research is experimental research method. It aims to find out whether guessing game can improve the second semester students of STAIN Palopo speaking skill or not.

The writer applies pre-test and post-test design. The design was written as follow:

$$X_1 \quad T \quad X_2$$

Where:

X1 = Pre-test

T = Treatment

X2 = Post Test

In this design the researchers observe twice. The first was before treatment and second is after treatment. The observation done before treatment called pre-test (X1) and the observation done after treatment is called post-test (X2).[35] If the result of post test is better than pre-test, it means the method that writer applies is effective to be applied. If the result of post-test is similar to pre-test it means the method that writer applies is not effective to be applied.

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[35] Hatch and Larazton. *The Research manual: Design and Statistic for Applied Usa:* New Burry House Publisher. 1991. p.59

B. Research Design

This research applied experimental method. It aims to find out whether guessing game can improve the second semester of STAIN Palopo speaking skill.

The research involves one class of students. The experimental class is treated by guessing game.

C. Variable

This research consisted of the two variables namely:

a. Independent Variable is guessing game.

b. Dependent Variable is Speaking skill.

D. Population and Sample

a. Population

The population of the research is the second semester students of STAIN Palopo in English department. The population consists of 4 classes and each class has 25 students.

b. Sample

In this research the researcher applies purposive sampling[36] and selected students with fair, average, poor and very poor speaking skill from the total population. So it

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[36] Riduan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2006), p. 20.

can make the researcher comes into purpose. That is, improving the students' speaking skill.

E. Instruments of the Research

In this research, the instruments is used to collect data are pre-test and post-test. Pre-test is intended to find out the students' prior speaking skill and post-test is intended to analyze the students' speaking skill improvement after the students are given the treatments. Type of test applied by the researcher in this research is subjective test to measure the students' speaking skill. Because it is very hard to measure the speaking ability by listening it once, the researcher used mobile recorder to find out error produced by students more precisely.

F. Procedure of collecting data

The procedure of collecting data was held with the sequence as follows:

1.   Pretest

The pretest was initially done before the treatments. In pretest, the researcher gave the students worksheets that consist of series of questions related guessing game. The students are pointed out one by one to do the test by answering the questions on their worksheets. At the final part of the question, the tested student retold their answers by giving definition about the words. In this test their answers were recorded for evaluation.

2.   Treatment

After the pretest, the treatment was carried out in twice meetings. The meetings needed 180 minutes in total. It was continually done for two days. In this case the treatments were divided into four steps. In the first step, the researcher explained the way how to do the guessing games. And then the students were grouped to do the guessing practice. In the second step, the students were given the prepared worksheet and do individual guessing game. In the third and the fourth step, the students were coupled to do the guessing practice in pair. Afterward each student performs their responses before the class in the short talk. And finally the last step is the correction on some mistakes done by students. During the treatments the students was trained to improve their accuracy, fluency and comprehensibility.

The first treatment:

1. The researcher introduced guessing games to the students.

2. The researcher divided students in to five groups.

3. The researcher explained what the students should do with guessing games.

4. The students chose a student in group to act as the speaker.

5. The teacher showed a picture of an animal to the speaker

6. The speaker mentioned the characteristics of the animals

7. The other students tried to guess the word.

8. When the students can guess the word, he or she changed with the other student and acted as the next speaker.

3. Post test.

Post test was held after the treatment had been carried out. The form of post test is the same as pre test. And the students responds was recorded for the second time for evaluation.

G. Technique Data Analysis

The data analysis involves some steps that was elaborated as follow:

1. Scoring the students from the test was be given.

In this test, the researcher used 1-6 point scale to measure the students answer orally toward questions of the researcher based and rating ability to communicate orally.

Rating	Proficiency Description		
	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listeners to understand the speaker's intention and general meaning. Very few interruptions or clarification required
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary
4	Pronunciation is still moderately influenced by the	Although he has to make an effort and search for words,	Most of what the speaker says is easy to follow. His

	mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion	there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression	intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological and lexical errors, some of which causes confusion	Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences
2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors	Long pauses while he searches for the desired meaning, frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression	Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression	Hardly anything of what is said can be understood. Even when the listener makes a great effort for interrupts, the speaker is unable to clarity anything he seems to have said.[37]

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[37] J.B. Heaton, *Writing English Language* Test (Ed.1.New Turk Inc.1998),P.100

2. Classifying the students' scores by using percentages as citied below:

$$P = \frac{F}{N} \text{ x 100 \%}$$

Where:

P   : Percentage

F   : The Cumulative Frequency of Subjects

N   : Total Number of Subject

3. Questionnaires

The Data collected from questionnaires analyzed descriptively in percentage well. In analyzing the data, the researcher used liker scales, which consist of five points scale:

Positive Statement	Point value	Negative Statement
5	Strongly Agree (SA)	1
4	Agree (A)	2
3	Neutral (N)	3
2	Disagree (D)	4
1	Strongly Disagree (SD)	5

The Percentage of questionnaires classified into the criteria interpretation score as follow:

Score	Classification
85 % - 100 %	Very good
69 % - 84 %	Good
53 % - 68 %	Average
37 % - 52 %	Poor
20 % - 36 %	Very poor

2. Written Test

Scoring the students' correct answer of pre- test by using the following formula :

$$Score = \frac{Total\ Correct\ Answer}{Total\ Item} \times 10$$

For example: If Students total correct answer will 15, so the score will 7,5 with calculate as follow :

Score	Classification
9,6 – 10	Excellent
8,6 - 9,5	Very good\
7,6 – 8,5	Good
6,6 – 7,5	Average
3,6 – 5,6	Poor

0 – 3,5	Very poor

a. Mean Score

Calculating the mean score of the students in pre –test and post-test from questionnaires and written test by using the following Formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

$\overline{X}$ = Mean Score

$\underline{\Sigma x}$ = total score

N = total sample

b. The data obtained was analyzed quantitatively by using statistic test called "t" test it aims to exam the truth or fail null hypothesis

$$To = \frac{MD}{SEmd}$$

$$MD = \frac{\Sigma D}{N} \qquad D = x - y$$

$$SEmd = \frac{SD}{\sqrt{N-1}}$$

$$SD = \sqrt{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)}{N}}$$

Where ;

To   = test of significance (t-test)

MD   = mean of difference

SEmd   = standard error of mean differences

SDd   = standard deviation

N   = number of class

ΣD   = amount of differences between score of variable X and Y

3. Criteria of hypothesis acceptability

If = to > tt� = reject null hypothesis and receive alternative hypothesis

If = to < tt = receive null hypothesis and reject alternative hypothesis

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The student score of pre-test and post-test are classified into some criteria and percentage of the students score of pre-test and post-test are presented as follows:

a. Finding from the pre-test and post-test

   1. Pre-test

a.) Accuracy

Table 4.1
The criteria and percentage of the students' accuracy in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	very good	5	-	0%
3	good	4	3	12,5%
4	average	3	7	29,1667%
5	poor	2	10	41,6667%
6	very poor	1	4	16,6666%
	Total		24	100%

The table above (4.1) indicates that the criteria and percentage of the students accuracy in pre-test, none of students got excellent score and very good score. There were 3 students (12,5%) got good scores, there were 7 students (29,1667%) got average scores, there were 10 students (41, 6667%) got poor scores and there were 4 students (16,6666%) got very poor scores, it's mean that their speaking in criteria of accuracy is low.

b.) Fluency

Table 4.2
The criteria and percentage of the students' fluency in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	very good	5	-	0%
3	good	4	4	166667%
4	average	3	11	45,8333%
5	poor	2	7	29,1667%
6	very poor	1	2	8,3333%
	Total		24	100%

The table above (4.2) indicates that the criteria and percentage of the students fluency in pre-test, there none of students got excellent score and very good score. There were 4 students (16,6667%) got good scores, there were 11 students (45,8333%) got average scores, there were 7 students (29, 1667%) got poor scores and there were 2 students (8,3333%) got very poor scores. In other word their Fluency of Speaking is Fairly good

c.) Comprehensibility

Table 4.3
The criteria and percentage of the students' comprehensibility in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	very good	5	-	0%
3	good	4	2	8,3333%
4	average	3	6	25%
5	poor	2	14	58,3334%
6	very poor	1	2	8,3333%

	Total	24	100%

The table above (4.3) indicates that the criteria and percentage of the students comprehensibility in pre-test, there none of students got excellent score and very good score. There were 2 students (8,3333%) got good scores, there were 6 students (25%) got average scores, there were 14 students (58,3334%) got poor scores and there were 4 students (8,3333%) got very poor scores. It's mean that In other word their comprehensibility of Speaking is Fairly good

The complete students' score of accuracy, fluency and comprehensibility in pre-test are presented as follows:

Table 4.4

Students' score of accuracy, fluency and comprehensibility in pre-test

Subject	Accuracy	Fluency	Comprehensibility	Total (x1)
O1	1	1	1	3
O2	2	3	3	8
O3	3	3	2	8
O4	3	3	3	9
O5	2	3	2	7
O6	2	2	2	6
O7	2	2	2	6
O8	4	2	4	10
O9	3	3	3	9
O10	1	2	3	6
O11	3	2	2	7
O12	3	4	2	9
O13	1	1	1	3
O14	2	3	2	7
O15	4	4	4	12
O16	2	2	2	6
O17	3	4	2	9
O18	1	2	2	5
O19	2	3	2	7

O20	2	3	3	8
O21	2	3	2	7
O22	2	3	2	7
O23	4	4	3	11
O24	3	3	2	8

2. Post-test

a.) Accuracy

Table 4.5
The criteria and percentage of the students' accuracy in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	very good	5	-	0%
3	good	4	2	8,3333%
4	average	3	16	66,6667%
5	poor	2	5	20,8333%
6	very poor	1	1	4,16675
	Total		24	100%

The table above (4.5) indicates that the criteria and percentage of the students accuracy in post-test, there none of students got excellent score and very good score. There were 2 students (8,3333%) got good scores, there were 16 students (66,6667%) got average scores, there were 5 students (20,8333%) got poor scores and there was 1 students (4,16675%) got very poor scores. It's mean that In other word their Accuracy of Speaking after is given treatment by researcher is good.

b.) Fluency

Table 4.6
The criteria and percentage of the students' fluency in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	very good	5	4	16,6667%
3	good	4	4	16,6667%
4	average	3	8	33,3333%
5	poor	2	8	33,3333%
6	very poor	1	-	0%
	Total		24	

The table above (4.6) indicates that the criteria and percentage of the students fluency in post-test, there none of students got excellent score and there were 4 students ((16,6667%) got very good score. There were 4 students (16,6667%) got good scores, there 8 students (33,3333%) got average scores, there were 8 students (33,3333%) got poor scores and there none of students got very poor scores. It's mean that In other word their Fluency of Speaking after is given treatment by researcher there is progress.

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c.) Comprehensibility

Table 4.7
The criteria and percentage of the students' comprehensibility in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	very good	5	-	0%
3	good	4	14	58,3333%
4	average	3	7	29,1667%
5	poor	2	3	12,5%
6	very poor	1	-	0%

Total	24	100%

The table above (4.7) indicates that the criteria and percentage of the students comprehensibility in post-test, there were none students got excellent score and very good. There were 14 students (58,3333%) got good scores, 7 students (29,1667%) got average scores, 3 students (12,5%) got poor scores and there were none students got very poor scores. It's mean that there was some improvements to the students comprehensibility after is given treatment.

The complete students' score of accuracy, fluency and comprehensibility in post-test are presented as follows:

Table 4.8

Students' score of accuracy, fluency and comprehensibility in post-test

Subject	Accuracy	Fluency	comprehensibility	Total (X2)

O1	1	2	3	6
O2	3	4	3	10
O3	3	4	3	10
O4	3	4	4	11
O5	3	3	3	9
O6	2	2	3	7
O7	2	2	3	7
O8	3	2	3	8
O9	4	5	4	13
O10	2	2	2	6
O11	2	2	2	6
O12	3	4	4	11
O13	3	3	3	9
O14	3	3	3	9
O15	4	4	4	12
O16	3	3	3	9
O17	3	4	4	11
O18	3	3	3	9
O19	3	3	3	9
O20	3	2	4	9
O21	3	3	4	10
O22	2	3	2	7
O23	3	4	4	11
O24	3	2	3	8

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1. Looking for gain (d) between pre-test and post-test.

Table 4.9
Gain (d) between pre-test and post-test

Object	Pre-test (x1)	Post-test (x2)	Gain (d) (x2-x1)
O1	3	6	+3
O2	8	10	+2
O3	8	10	+2
O4	9	11	+2
O5	7	9	+2

O6	6	7	+1
O7	6	7	+1
O8	10	8	-2
O9	9	13	+4
O10	8	6	-2
O11	7	6	-1
O12	9	11	+3
O13	3	9	+6
O14	7	9	+2
O15	12	12	0
O16	6	9	+3
O17	9	11	+2
O18	5	9	+4
O19	7	9	+2
O20	8	9	+1
O21	7	10	+3
O22	7	7	0
O23	11	11	0
O24	8	7	-1
	X1=180	X2= 216	Σd= 42
	$\overline{X_1} = 7,5$	$\overline{X_2} = 9$	

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Table 4.9 shows that the total number of sample (N) is 24. The sum of score in pre-test (X1) is 180,the mean score in pre-test ($\overline{X}$1) is 7,5, the sum of score in post-test (X2) is 216, the mean score in post-test ($\overline{X}$2) is 9 and the sum of gain score between pre-test andpost-test (Σd) is 42.

The minimun gain of students -2 up to 0, it means that there is still low in students accuracy, fluency, and comprehensibilty. The total number of students who get minimun gain are 7 (29,1667%). The gain which ranges from +1 up to +4, it means that there is improvement in students' accuracy, fluency, and comprehensibility. The total number of students who get maximun gain are 17 (70,8333).

To know whether if there is significant improvement in students accuracy, fluency and comprehensibility or not, the researcher calculated the mean score in pre-test ($\overline{X1}$) and post-test ($\overline{X2}$). The difference means between post-test and pre-test (Md), deviation each subject (Xd) and the result of the test significant of the students speaking skill. They are presented as follows:

The mean score of the pre-test ($\overline{X1}$) as follows:

$$\overline{X1} = \frac{\Sigma X_1}{N}$$

$$= \frac{180}{24}$$

$$= 7,5$$

$$\overline{X2} = \frac{\Sigma X_2}{N}$$

$$= \frac{216}{24}$$

$$= 9$$

The difference means between pre-test and post-test (Md), as follows:

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

$$= \frac{42}{24}$$

$$= 1{,}75$$

2. Looking for standard deviation for each subject (Xd) and squared deviation (Σ_d^2) as follows:

Table 4.10

Standard deviation for each subject (Xd) and squared deviation (Σ_d^2)

Subject	D	Xd (d-Md)	Σ_d^2
O1	+3	1,25	1,5625
O2	+2	0,25	0,0625
O3	+2	0,25	0,0625
O4	+2	0,25	0,0625
O5	+2	0,25	0,0625
O6	+1	-0,75	0,5625
O7	+1	-0,75	0,5625
O8	-2	-3,75	14,0625
O9	+4	2,25	5,0625
O10	-2	-3,75	14,0625
O11	-1	-2,75	7,5625
O12	+3	1,25	1,5625
O13	+6	4,25	18,0625
O14	+2	0,25	0,0625
O15	0	-1,75	3,0625
O16	+3	1,25	1,5625
O17	+2	0,25	0,0625
O18	+4	2,25	5,0625
O19	+2	0,25	0,0625

O20	+1	-0,75	0,5625
O21	+3	1,25	1,5625
O22	0	-1,75	3,0625
O23	0	-1,75	3,0625
O24	-1	-2,75	7,5625
	Σd= 42		$\Sigma_d^2 = 88,4375$

3. The result of test significant of students' speaking skill is processed by using "t" test as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\Sigma X_d^2}{N\,(N-1)}}}$$

Difference means between pre-test and post-test (Md)=1,75

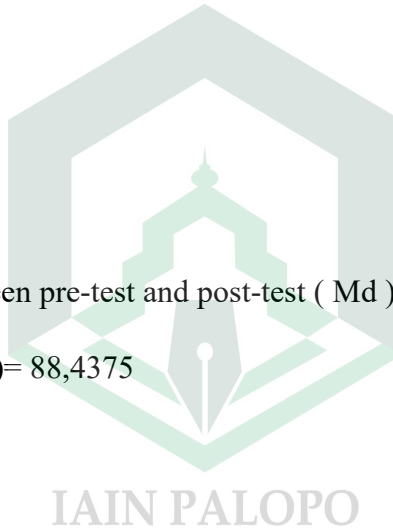Squared deviation (X_d^2)= 88,4375

Total subject (N)= 24

$$t = \frac{1,75}{\sqrt{\dfrac{88,4375}{24\,(24-1)}}}$$

$$= \frac{1,75}{\sqrt{\dfrac{88.4375}{24\;x\;23}}}$$

$$= \frac{1,75}{\sqrt{\dfrac{88,4375}{552}}}$$

$$= \frac{1,75}{\sqrt{0,160213}}$$

$$= \frac{1,75}{0,40015372045}$$

$$= 4,373319$$

t test=4,373

From the data analysis above we can see that mean score of students' speaking skill in post-test ($\bar{X}2$=9) is greater than mean score of the students' speaking skill in pre-test ($\bar{X}$ 1= 7,5). It means generally students' speaking skill was improved in continuation of t_{count} the researcher uses the level of significance or standard significance ( ) = 0,05 to find out the acceptability hypothesis. And the degree of freedom (df) = N-1. The result of t_{test} = 4,373 will be analyzed by testing criteria of "t" table (t_{table})

testing "t" table (t_{table})

standard signification (α) = 0,05

degree of freedom (df) =N-1

$$= 24-1$$

$$=23$$

t_{test} = 4,373

t_{table} = t (1-$\frac{1}{2}$$\alpha$) (df)

$$= t (1- \frac{1}{2} 0,05) (23)$$

= t (1- 0,025) (23)

= t (0,975) (23)

= 2,06 (find out in "t" table)

The testing "t" table show that, t_{test} (4,373) is bigger than t_{table} (2,06). When t_{test} is bigger than t_{table} ($t_{test} > t_{table}$) the students' speaking skill is improved.

4. The mean score and result of "t" test.

Table 4.11

Mean score

Table 4.12

Result of "t" test

Type of test	Mean score
Pre-test	180
Post-test	216

Type of test	Mean score
Pre-test	180
Post-test	216

The table 1.11 shows that the mean score of the post-test is greater than the mean score of pre-test (216 > 180). Table 1.12 shows that the result of t_{test} is greater than the result of t_{table} (4,373 > 2,06). The data indicates that the students' speaking skill ability in English department of STAIN Palopo at the second semester is improved.

5. Test of significance

In order to know whether the pre-test and post-test are significantly different, the researcher used t_{test} analysis. The result of t_{test} is 4,373.To find out the degree of freedom (df) the researcher used the following formula.

df = N-1

    = 24-1

    = 23

For the level of significance (α)= 0,05 and (df)=23 then the value of $t_{table}=$ 2,06. Thus, the value of the t_{test} is greater than t_{table}(4,373 > 2,06). It means that there is significance between pre-test and post-test of the students speaking ability before and after using guessing game. In other word, guessing game is effective in improving students' speaking ability.

Criteria of hypothesis acceptability

- $t_{table} < t_{test} < t_{table}$ = Reject null hypothesis

- $t_{test} > t_{table} of t_{test} < t_{table}$ = Receive null hypothesis

As we shown that t_{test} = 4,373 > t_{table} =2,06. So, the researcher concludes that the null hypothesis is rejected while the alternatives hypothesis is received.

It means that use of guessing game in improving students' speaking skill for the second semester of English department STAIN Palopo academic 2013/2014 year is effective.

6. Analysis of Questionnaire

To know further about the use of guessing Game in improving students' speaking skill at the second year of English department STAIN Palopo, we can see in the table of percentage rate students in answer questionnaire, as follows:

Table 4.13
The influence of medium in teaching speaking

No	Statement	Item of choice	Frequency	Percentage
1	Speaking is Easier if We combine in a Games like guessing games	Strongly agree	11	45,8%
		Agree	10	41,7%
		Disagree	3	12,5%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 11 students (45,8%) choose strongly agree, there were 10 students (41,7 %) choose agree, and there

were 3 students (12,5%) choose disagree, and there none of students choose strongly

disagree.

Table 4.14
The student's frequency to practice speaking

No	Statement	Item of choice	Frequency	Percentage
2	After studying and practice of speaking through guessing game I felt there was little progress in the talks than the first.	Strongly agree	21	87,5%
		Agree	3	12,5%
		Disagree	-	0%
		Strongly disagree	-	0%
			-	-
		Total	24	100%

Based on the table above indicates that, there were 21 students (87,5%)

choose strongly agree and there were 3 students (12,5%) choose agree. And there

none of students choose disagree and strongly disagree.

Table 4.15
Implementation of Guessing games in teaching speaking of students

No	Statement	Item of choice	Frequency	Percentage
3	I agree if guessing			

	game is used in teaching speaking	Strongly agree	7	29,2%
		Agree	17	70,8%
		Disagree	-	0%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 7 students (29,2%) choose strongly agree and there were 17 students (70,8%) choose agree. And there none of students choose disagree and strongly disagree.

Table 4.16
The material choice appropriate with student's level

No	Statement	Item of choice	Frequency	Percentage
4	The material Guessing Games Like Guessing Word, Picture and Sound is more interesting	Strongly agree	7	29,2%
		Agree	15	62,5%
		Disagree	2	8,3%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 7 students (29,2%) choose strongly agree, there were 15 students (62,5%) choose agree, and there were 2 students (8,3%) choose disagree. And there were none choose strongly disagree.

Table 4. 17
The application of Guessing Games in teaching speaking

No	Statement	Item of choice	Frequency	Percentage
5	Through Guessing Games you can Practice with your other friends about your speaking in your study club	Strongly agree	5	20,8%
		Agree	18	75%
		Disagree	1	4,2%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 5 students (20,8%) choose strongly agree, there were 18 students (75%) choose agree, and there were 1 students (4,2%) choose disagree. And there none of students choose strongly disagree.

Table 4.18
Number of students each group

No	Statement	Item of choice	Frequency	Percentage
6		Strongly agree	4	16,7%

	Practice speaking not only require 2 people or two groups but it requires a lot of groups that exciting	Agree	17	70,8%
		Disagree	3	12,5%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 4 students (16,7%) choose strongly agree, there were 17 students (70,8%) choose agree, and there were 3 students (8,3%) choose disagree. And there none of students choose strongly disagree.

Table 4.19
The topics in teaching speaking through Guessing games

No	Statement	Item of choice	Frequency	Percentage
7	The topics which offered are suitable for me to guess is Kinds of Animals and etc.	Strongly agree	11	45,8%
		Agree	10	41,7%
		Disagree	3	12,5%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 11 students (45,8%) choose strongly agree, there were 10 students (75%) choose agree, and there were 3 students (12,5%) choose disagree. And there none of students choose strongly disagree.

Table 4.20
The students' perception of literatures

No	Statement	Item of choice	Frequency	Percentage
8	I agree if the literatures easy got by me	Strongly agree	11	45,8%
		Agree	6	25%
		Disagree	7	29,2%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 11 students (45,8%) choose strongly agree, there were 6 students (75%) choose agree, and there were 7 students (29,2%) choose disagree. And there none of students choose strongly disagree.

Table 4.21
The Guessing Games result in teaching speaking of students

No	Statement	Item of choice	frequency	Percentage
9	I get motivation to study speaking after I	Strongly agree	13	54,2%
			11	45,8%

		Agree	-	0%
	follow this program	Disagree	-	0%
		Strongly disagree		
		Total	24	100%

Based on the table above indicates that, there were 13 students (54,2%) choose strongly agree, there were 11 students (45,8%) choose agree, and there none of students choose disagree and strongly disagree.

Table 4.22

The Guessing Games effect of students' ability

| No	Statement	Item of choice	Frequency	Percentage
10	My ability increases to speak English during following this program than before	Strongly agree	5	20,8%
		Agree	18	75%
		Disagree	1	4,2%
		Strongly disagree	-	0%
		Total	24	100%

Based on the table above indicates that, there were 5 students (20,8%) choose strongly agree, there were 18 students (75%) choose agree, and there were 1

students (4,2%) choose   disagree. And there none of students choose   strongly disagree.

B. *Discussion*

Some important data analysis from the previous section ere noted in section. The first, the mean score obtained y the students in the pretest (7,5) is smaller than the mean score obtained in the posttest (9). It means that the students' speaking ability is improved. The second, from the t-test statistical analysis the researcher finds that the value of t-test (4,373) is greater than t-table (2,06). They are significantly different.

According to the significant result, the researcher found that through guessing games can improve the students' speaking skill at the second semester of the students at English department of STAIN Palopo 2012/2013 academic year.
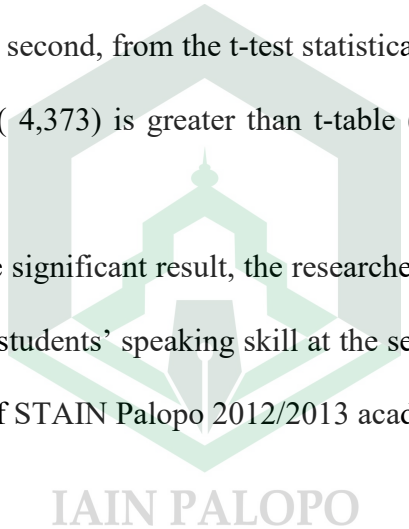
CHAPTER V

CONCLUSION AND SUGGESTION

The statement in this chapter includes conclusion and some suggestion in compliance with the findings and some suggestion related to the finding and application of the research.

A. Conclusion

Based on the result of data analysis and findings in the previous chapter, the conclusion that could be drawn from this study is as follows:

Guessing Game method in improving speaking skill at the second semester of English department at STAIN Palopo is effective and There is improvement, it is proved that, based on the " t" test analysis. It is proved that, based on the "t" test analysis. It is proved that the testing "t" table show that, t_{test} (4,373) is bigger than t_{table} (2,06). When t_{test} is bigger than t_{table} ($t_{test} > t_{table}$) means the students' speaking skill is improved.

Based on the questionnaire answered by the students, learning English for speaking skill the students really need a good method, interest, and funny that can touch their mind set and make them refresh. So that the students involved a whole learning processed, it indicates that the students have much chance to express their opinion about the topic during they can speak.

B. Suggestion

Based on the findings, conclusion and the application of the research, the researcher suggests some ideas as follows:

1. In teaching speaking, Researcher hopes in improving students speaking skill through guessing games can be developed again which can be used in teaching Speaking, Reading, Writing, and Listning That more interested.

2. For Students, There are Many Method which can develop way of speaking one of it passes through guessing game which its aim which is to make student not boring in learning speaking.

3. It is suggested to other researcher to apply guessing games researcher have to consider knowledge of students.

CURRICULUM VITAE

The writer, Amran comes from Timampu, Kec. Towuti Kab. Lutim. He was born on September 16th, 1989 in Timampu. He is the Last child in the family with three sisters namely Dasmiati, Dahmayati,S.Ag, Sawalty and one brothers namely Damir from the marriage of his parents Usman Tajeng and Dame'ang.

He finished his elementary school at SDN 224 Timampu in 2002. Afterward he continued his study at Madrasah Tsanawiyah Darunnajah Timampu and graduated in 2005. Next he continued his study at Senior High School 1 Towuti and graduated in 2008.

From 2004 until 2008 he join many club organization. In 2004 he became chief of Savana Band in Towuti, and 2005 He worked as a timbered labour from 2005 to 2006. In July 2006 he worked as a building labour. In 2007, He joined in Saka Bhayangkara's boy Scout and then lifted as young instructor Saka Bhayangkara Scout in Towuti. In 2008, He registered himself in STAIN Palopo in 2008 while Join In ELC Course. In his thirth semester he was appointed by his beloved Staff Of ELC Course, Akbar.S.Pd.I as his assistance. and then in 2012 He Build ELC Branch in Sorowako. In 2010 he started training computer in palopo is held by computer's department UNCP. In July, 2010 He worked in Pena art to be assistance and then in October, He got a job in Toshiba Center MTC Makassar until 3 months and in 2012 he was called by chief of Elementary school 265 Timampu to be staff and English Teacher and Then Scout's Trainer in Each School in Towuti Until Now. The writer is also still trusted to be assistance in ELC Course Palopo.

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