THE USE OF GUESSING GAME TO IMPROVE STUDENTS' SPEAKING OF DESCRIPTIVE TEXT

(Experimental Research at the Eighth Graders of SMP Islam Sultan

Agung 4 Semarang in the Academic Year 2021/2022)

A FINAL PROJECT

Submitted as a Partial Fulfillment of the Requirements to Obtain The *Sarjana*

Pendidikan Degree in English Education Study Program

Prepared and presented by:

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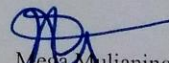
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STATEMENT OF WORK'S ORIGINALITY

I hereby honestly declare that the undergraduate thesis I wrote does not contain the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in form of revocation of my paper and my degree obtained from the paper.

Semarang, 30 August 2022

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MOTTO AND DEDICATION

MOTTO

"It's an impossibility to be perfect but it's possible to do the best"

(Dewi Mustafidah)

DEDICATION

This final project is dedicated to:

1. My beloved mother and father

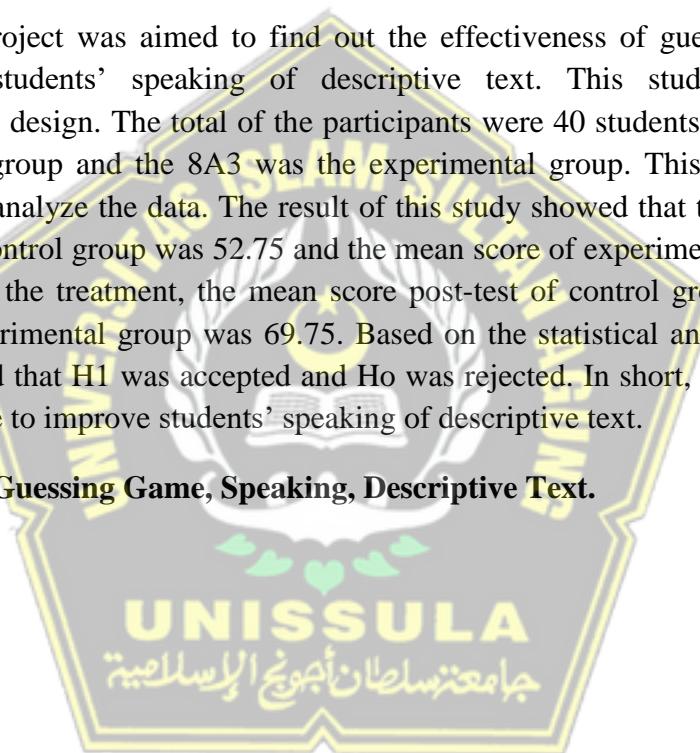2. My beloved brother

3. My beloved friends

ABSTRACT

Mustafidah, Dewi 2022. The Use of Guessing Game to Improve Students' Speaking of Descriptive Text. (Experimental Research at the Eighth Graders of SMP Islam Sultan Agung 4 Semarang in the Academic Year 2021/2022). Final Project. English Education Study Program. Faculty of Language and Communication Science, Sultan Agung Islamic University. Advisor: Mega Mulianing Maharani, S.Pd., M.Pd.

This final project was aimed to find out the effectiveness of guessing game in improving students' speaking of descriptive text. This study used quasi experimental design. The total of the participants were 40 students. The 8A2 was the control group and the 8A3 was the experimental group. This research used SPSS 23 to analyze the data. The result of this study showed that the mean score pre-test of control group was 52.75 and the mean score of experimental group was 62.25. After the treatment, the mean score post-test of control group was 56.80 and for experimental group was 69.75. Based on the statistical analysis, it could be concluded that H1 was accepted and Ho was rejected. In short, guessing game was effective to improve students' speaking of descriptive text.

Keywords: Guessing Game, Speaking, Descriptive Text.

INTISARI

Tugas akhir ini bertujuan untuk mengetahui keefektifan permainan tebak-tebakan dalam meningkatkan kemampuan berbicara siswa pada teks deskriptif. Penelitian ini menggunakan desain eksperimen semu. Jumlah peserta sebanyak 40 siswa. 8A2 adalah kelompok kontrol dan 8A3 adalah kelompok eksperimen. Penelitian ini menggunakan SPSS 23 untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa nilai rata-rata pre-test kelompok kontrol adalah 52.75 dan nilai rata-rata kelompok eksperimen adalah 62.25. Setelah perlakuan, nilai rata-rata post-test kelompok kontrol adalah 56.80 dan untuk kelompok eksperimen adalah 69.75. Berdasarkan analisis statistik dapat disimpulkan bahwa H1 diterima dan Ho ditolak. Singkatnya, permainan tebak-tebakan efektif untuk meningkatkan kemampuan berbicara teks deskriptif siswa.

Kata kunci: Game Menebak, Berbicara, Teks Deskriptif.

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8. All my friends who always support and help the researcher in finishing the final project.

Lastly, the writer realizes that there are still many imperfections in this final project. However, the writer expects that this study results will be meaningful for the readers and the next researchers.
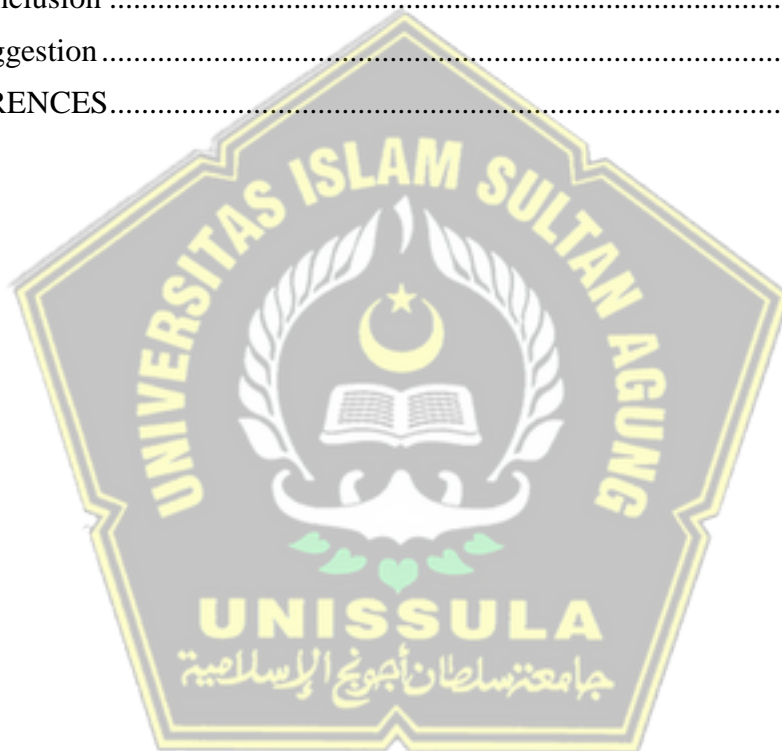
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CHAPTER 1

INTRODUCTION

This chapter explains about the background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1 Background of the Study

Speaking is one of the priority and essential productive skills of learning from students studying English. It is supported by (Richard, 2008), the mastery of speaking skill in English is the priority for many second languages or foreign language learners. Speaking is the basic function of language as a communication tool. When you speak, students will not only be able to organize their words, but will also help them speak spontaneously and gain real communication in their daily lives. Therefore, through this skill, students can communicate verbally or inform something to their friends or other people orally.

Fatawi (2014) defines that speaking as one of the most important skills to learn because speaking allows students to express their feelings, thoughts, and opinions with others. Every student has a different idea in their minds. Students can use their speaking skills to express themselves in spoken language. Students can use spoken language to convey these ideas verbally. Therefore, if the students can speak, they can deliver what they want to say

and to express theme selves freely. However, as a productive skill, speaking is still considered difficult for students to master, especially if English is not their primary language. Difficulty in speaking includes lack of vocabulary, poor grammar, pronunciation, fluency, and comprehension.

Based on an interview with the English teacher of the eighth graders students in SMP Islam Sultan Agung 4 Semarang, it became clear that the students still had some problems learning English, especially in speaking. Most of the students were not able to express their feelings, ideas, and opinions in English. They still used their mother tongue or Indonesian to communicate even though the teacher asked them to speak in English in teaching and learning process. It was because they had lack of vocabulary, lack of practice, less self-confidence, confused with grammar and also, they felt afraid if they made mistake in pronouncing the words. In addition, the researcher found that based on class observations, students were not active to speak up or to share their ideas and opinions during the teaching and learning process. The teacher only asked them to read and to practice the dialogue with their friends in front of the class. As a result, students are no longer free to express their ideas. Therefore, it could not help the students especially improve their speaking skill. One of the alternatives, the researcher solved those problems above by using a Guessing Game. Guessing Games allow students to actively participate in language classes. Guessing games are simple games in which the player holds information about the object and lets others guess what the object is.

Kipple (2012) state that the basic rules for guessing a game are very simple someone knows the vocabulary and the others are trying to find it. Wright (2012) state that in a guessing game, someone knows something and others must find what it is by purposes. Based on the definition above, it can be concluded that a guessing game is a game in which a person or participant knows something and competes to identify or grasp the answer individually or in a team.

Based on the explanation above, the researcher used a Guessing Game to solve these problems in order to improve students' speaking of descriptive text at the eighth graders students of SMP Islam Sultan Agung 4 Semarang. In addition, the researcher hoped that the activities would help students to improve their speaking of descriptive text in fun and interesting ways. Therefore, the researcher conducted a research entitled "The Use of Guessing Game to Improve Students' Speaking of Descriptive text at the eighth graders of SMP Islam Sultan Agung 4 Semarang.

1.2 Reasons for Choosing the Topic

There are two reasons why the writer chose this topic "The Use of Guessing Game to Improve Students' Speaking of Descriptive text at the eighth graders of SMP Islam Sultan Agung 4 Semarang.

The first reason, the researcher chose speaking of descriptive text because it was one of the ways of communication and it was needed in every aspects of life.

The second reason, the researcher chose guessing game as medium for teaching speaking because it could make the students enjoy the learning, increase their motivation, and improve their ability to describe something fluently.

1.3 Statement of the Problem

Based on the background above, the writer formulated the statement of the problem. "Can the guessing game as a technique improve students' speaking of descriptive text at the eighth graders of SMP Islam Sultan Agung 4 Semarang?

1.4 Objective of the Study

The objective of this study was to find out whether or not guessing game as a technique can improve students' speaking of descriptive text at the eighth graders of SMP Islam Sultan Agung 4 Semarang.

1.5 Hypotheses of the Study

The hypotheses of this study are stated as follows:

H0   : The use of Guessing Game cannot improve students' speaking of descriptive text at the eighth graders of SMP Islam Sultan Agung 4 Semarang.

H1   : The use of Guessing Game can improve students' speaking of descriptive text at the eighth graders of SMP Islam Sultan Agung 4 Semarang.

1.6 Limitation of the Study

This study focused on investigating the effectiveness of guessing game to improve students' speaking of descriptive text. The research involved the eighth graders students of SMP Islam Sultan Agung 4 Semarang as the subject of the students.

1.7 Significance of the Study

The main outcome from this research is expected to be valuable pedagogically and practically.

1. Pedagogical significance.

This study is expected to motivate students to became more active and in class the teacher to be more creative to provide enjoyable teaching and learning process in the classroom. The outcome of this study is also expected to create a good communication between the teacher and the students in teaching speaking skills.

2. Practical significance.

This study may contribute some benefits as follows:

a) For teachers

1. English teachers are able to make the lesson fun and easy to understand

2. They are able to improve the students' speaking skill.

3. The result can improve the teacher professionalism.

b) For students

    1. They are expected to have better speaking English, they will have chance to practice English without stressing and learn it with pleasure.

    2. Students are more confident in front of the class.

    3. They are able to improve their speaking skill

    4. They can explore their creativity and appearance in speaking English.

1.8 Definition of Key Terms

1. Guessing Game

    Webster (2001) stated that guessing game is game in which the participates compete individually or team in the identification of something.

2. Speaking

    Harmer (2001) defines that speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.

3. Descriptive Text

    Based on Anderson (2003), descriptive text describes particular person, place, or things.

1.9 Organization of the Study

The discussion of this final project is divided into five chapters.

This proposal writing starts with the introduction, which is presented in chapter I. Chapter I presents the background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

Chapter II contains the review of related literature which consists of theories underlying the proposal writing.

Chapter III presents research methods discussing the population, samples, variables, and instruments for the research as well as procedure of collecting data and method of data analysis.

Chapter IV consists of Description of the School, Description of the Sample, Validity and Reliability of the Research Instrument, Pre-test Data Analysis, Treatment Activity, Post-test Data Analysis, and Discussion of the Research Findings.

Chapter V the writer divides this chapter into two sub chapters: conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of speaking, teaching speaking, game, guessing game and the review of the previous studies.

2.1 Speaking

There are two points of this sub chapter. The first is the definition of speaking and the second is the aspect of speaking.

2.1.1 Definition of Speaking

Speaking is one aspect that important in teaching and learning process. The aim of teaching speaking is to train the students to be able to express their ideas meaningfully in the real life According to Harmer (2001), speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language. The students have to learn speaking in order to build their selfconfidence and having good conversation and communication with other by using English.

Based on the explanation above, the researcher concludes that speaking requires more practice because there is not only to speak fluently but also to use the grammatical rules and vocabularies. According to Harmer (2010), there are three reasons for getting students to speak in the classroom. First, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom.

Second, speaking tasks that try to use any or all the languages they know provide a feedback for both the teacher and the students. Finally, the more students have the opportunity to activate the various elements of the language stored in their brains, the more automatic their use will. This means that they will be able to use words and phrases fluently without being too conscious.

2.1.2. Aspects of Speaking

In order for other people to understand our way of speaking, we need to speak effectively. For this reason, we need some speaking elements that can be used to make our speaking effectively. Harmer (2001) suggests that some elements of speaking that are necessary for spoken production are changing, using expression, using lexis and grammar, using negotiation language.

(1) Changing

Sound by doing mixing, removing, structuring and stress patterning. These changes make our speaking more effective. We do not have to say long utterances to convey a message, for example: in saying "I would have gone". By using connected speech in just can be said "I'd've gone".

(2) Using Expression

We need to be expressive when we are talking to others, not only we do need to speak to convey meaning, but we also need to express our feeling and emotion. By doing this we can reduce misunderstandings.

Making expressive devices in speaking can be done by changing the pitch and stress of a particular part of the utterance, changing the volume and speed, and also showing other physical and non-verbal means.

(3) Using Lexis and Grammar

Given that communication is relatively unpredictable, common lexical and phrases are needed to create spontaneous speech. Therefore, teachers need to provide different expressions for different functions, such as agreeing or disagreeing expressing surprise, shock, or approval. Where students are involved in particular speaking context, such as an interview, the student can be prepared with certain useful sentences that can be produce at different stages of an interaction.

(4) Using Negotiation Language

When we are listening to someone else talk, sometimes we cannot understand what he/she means. Therefore, it is necessary to negotiate the language by asking for clarification and showing the structure of what we are saying to make we understand and be able to follow the flow of what they are talking about.

All elements can be used to make speaking more effective and make other people understand our speaking. All elements are correlated each other.

2.1.3 Functions of Speaking

Speaking is the ability to produce word, to express, to deliver thought, idea and feeling. It is not an instant skill that you can learn. It is need a long process. Mastery of speaking skills in English is something that is a priority for many second and foreign language learners (Finocchiaro, 2011).

According to Gelabert et al.(2015), there are three functions of speaking. Each speaking activity is very different in terms of form and function and also asks questions (Ahmad, 2016)

1. Speaking as Interaction

    Speaking as interaction means there are first speaker talking to second speaker and usually called as a conversation. In English, the words we create for conversation have many different functions. The functions can be talk as interaction, include; people using the language for opening and closing conversation like saying hello or good bye, then choosing topics, making small talk, talk about personal events and experiences, exchange ideas, using adjacency-pair, interrupting, and reacting to others.

    Those are common expressions used but we do not name them at all and talk as interaction is more difficult for the beginner because they have to think first and prepare what they want to talk.

2. Talking as Transaction

Talking as transaction means talk or speaking refers to situations where the focus is on what you are talking about. The focus here is clearly and accurately on the massage and understand it self, not on the participants and their social interactions. In this type of spoken language, students and teachers usually focus on meaning or make them understand.

3. Talking as Performance

Talk performance is a conversation that conveys information in front of an audience or public talk, such as classroom presentations, storytelling, public speaking, public a presentations, and speeches. In this case, speaking activities focus on monologues rather than dialogue.

Therefore, the writer concludes that speaking has three functions. They are talk as interaction, talk as transaction and talk as performance. Knowing the functions of speaking helps learners communicate on the right tract.

2.1.4 Teaching Speaking

In Indonesia, English is one of the compulsory subjects taught in senior high school and should be mastered. Speaking skill is a language that is used as a means of communication with others which have an important role and is considered skill that must be mastered by students. Furthermore, Lyle in Bertram (2008) states that spoken language is

something that is important for children because it can train them to talk about themselves, experiences from all the activities they have been through so far, and make them able to manage and focus full of ideas in their brains. Bertram (2002) also adds that it is important for teachers to provide opportunities for speaking in the classroom because it is one of the most important learning tools for gaining new knowledge. They will learn the next skill such as reading and writing after they can apply their previous abilities well. The better their speaking skill, the more skills they can develop.

2.1.5 Problems of Speaking

The learners have their own difficulties in learning a language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah, 2004).

1. Inhabitation

   Unlike reading, writing, and listening activities, speaking requires some real-time exposure to the audience. Learners are often inhabited about trying to say thing in a foreign language in the classroom, they worried about making mistakes or they are not confident and nervous when they speak English language in front of people. On this problem, students get into trouble or get stuck in expressing the opinions.

2. Nothing to say

Even they not inhibited, they often hear learners complain that make them cannot think of anything to say. The students also afraid of making mistakes in speaking English language that their mates laugh at them or looking silly in front of their mate even criticize them in the classroom. The fear of making mistakes has resulted in the inability to speak English with other people. Making mistakes is normal thing. No one is born perfect, everyone makes mistakes but they need to learn from their mistakes and overcome their mistakes in speaking English language.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group it means that everyone has little time to talk. This problem is compounded of some learners to dominate, while others speak little or not at all. This means that there are dominant students in the class.

4. Mother tongue use

The last problem with speaking is the use of mother tongue. It can happen when students have the same mother tongue, they will use it in the class because it is very easy for them, also students are comfortable in learning if teacher uses mother tongue in class. It means that the use of it will automatically be used by students to explain something to

their classmates if teachers do not urge to speak English. Therefore, most of the students are not trained to use the target language in the learning.

Based on the explanation above, the problems do not only come from the students but also come from the teacher. She/he may give a little exercise to develop speaking skill. The students who learn a new language cannot learn to speak just by listening to language lessons. The teacher can control a set of strategies that can help students to improve their performance. The researcher concludes that in order to master good speaking or communication the teacher should know the problem that the learners face. The lack of topics to discuss, low participation, and use of mother tongue. The teacher needs to find a solution to solve those problems

2.2 Game

Game is an activity to make the learners more interested and motivate. Game also brings relaxation and fun to the learners, therefore learners will learn new word easily. According to Paul (2003), games are one of the best ways to make learners interested and motivated in learning. According to Ersoz (2000), games are motivating and challenging, because games amusing and interesting.

Those statements show that game is an activity which can be used to motivate and give opportunities to students to be brave and more communicative, can stimulate students to be more active.

2.2.1 Types of Game

It is important to know what types of game are available in order to plan a lesson with balanced rhythm. Brewster and Ellis (2002) explain four main types of games: accuracy focused games (language control), fluency-focused games (communication), competitive games, and cooperative games.

Accuracy-focused games focus on individually practicing new language items and developing accuracy, often using chunks of language which are memorized through constant repetition that provide useful pronunciation, vocabulary, and grammar practice. The aim of these games is to score more points than others game. On the other hand, demonstrates your ability to use the necessary vocabulary, grammar, punctuation correct, and preposition.

Fluency-focused games tend to focus on developing fluency and collaboration with others. These games are an important part of the 'communicative' approach. Collaboration is achieved not only by practicing the elements of the language, but also by trying to create a context where students can focus on performing tasks together while of course using key language, rather than simply practicing language items.

Competitive games consist of items, groups, pairs, or individual. These are only a winner who has done something first or gained the most point. A competitive game is a game where the players or teams reach the goal first, for examples bingo game and matching game, treasure hunt and others, the team that gained the most points will be the winner. It means that a competitive game is one in which players play against one another and where one player wins and another player loses.

Cooperative games are games where the players or teams work together achieve common goals, for examples guessing game and puzzle-solving game, scrabble game and others. This means that cooperative games are a form of play in which players work together to achieve a common goal. The goal of a cooperative game is to reduce emphasis on competition and increase emphasis on the social aspects of game.

Those are the explanation about the four main types of game that can help teacher to plan a lesson with balanced rhythm. Selecting and setting up games are easily handle when they are classified into categories. When the teacher knows the classification of games, he or she can determine which games are suitable for a particular learning goal.

2.2.2 Guessing Game

Guessing game is a game in which the participants compete individually or in teams to identifying something that indicate obscurely. According to Webster (2001), in teaching speaking through guessing game, students are expected to be involved in speaking class activity; they

are much courage to think about what they want to say. In other words, by using guessing game students become more active and interested in learning speaking.

Based on the definition above, it can be concluded that a 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 something. This game can be varied by the teacher themselves. The player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form or single word, phrase sentence or sentences.

2.2.3 Kinds of Guessing Game

There are some kinds of guessing game. according to Marsland (2012), there are many guessing games based on the concept of one person 'knows', and others of the class 'guess'. These all involve 'yes/no' questions. There are some techniques of guessing games that using 'yes/no' questions: I-spy, twenty questions, the coffee-pot game, and guess the world.

a) I-spy

I-spy involves the 'knower' giving the first letter of an object he or she can see, and the rest guessing what it is. Each puzzle traditionally starts with the form 'I spy, with my little eyes, something beginning with sign. Where 'A' becomes the student's chosen letter.

b) Twenty questions

Twenty questions are known as 'Animal, vegetable, mineral,' this includes specifying the category of the object, which is one of three heading given above. The guessing students are then given twenty attempts to learn something about the object before they have to guess what it is. More advanced learners might include the fourth option of 'abstract' so nouns of emotion, and so on.

c) The coffee-pot game

The coffee-pot is also commonly used in many language classrooms, and can target any grammatical category, although verbs are particularly suitable. In each question the world 'coffee-pot' is used instead of the word which the questionnaire is trying to guess (and which the 'knower' might have written down on a piece of paper). Correct guesses earn a player one point and raise her/him to game master for the next rounds, overall winners can be declared based on the total number of points each player has earned.

d) Guess the word

Guess the word game is suitable for students to play in the whole class or in the groups. Guess the word can be used for abstract nouns. It involves one player that must give clues related with the word and other students in the groups have to guess it. While the other students

in the groups try to guess, the player can answer "yes or no" about the right guess.

Based on the explanations above, the researcher chose "guessing the word" in applying guessing game technique in improving students' speaking skill.

2.2.4 The Advantages and Disadvantages of Using Guessing Game

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

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

2) Guessing Game can make the students happy in speaking English.

3) Guessing Game create the good condition and enjoyable in the classroom.

4) Guessing Game can motivate the students to speak English easily.

5) Guessing Game can make the students interested to speak English with try to guess word in the guessing games activity.

6) Guessing Game can show the positive attitudes of each student in the process of learning.

7) Guessing Game can enlarge knowledge and enrich vocabulary and also can solve problems in speaking skill.

Based on the advantages of guessing game above, there are also the disadvantages of using guessing game technique in teaching speaking. According to Hidayat (2015), the disadvantages of using this game appear when the teacher could not use the time effectively and efficiently, and the class becomes noisy. Therefore, the researcher should manage the time as well as possible that can make the game effectively.

2.2.5 The Procedure of Guessing Game

According to Mora and Lopera (2001), guessing game is more than just having fun, stress that game fun activities have always been one of favorite things to do in the class, both for teachers and students since games can contribute to the development of a series of skills and competences. In other word, guessing game increases students' competencies and they can have more than one skill.

In each game, there are usually some steps about the way to play it. There are since steps to play guessing game. According to Janine (2012), there are some steps in how to play guessing game.

1. The class is divided into two groups. Each group sit together and mention their name.

2. Each team goes to the front of the classroom and faces their team. The selected teammate will be given a secret paper.

3. The other members of the class try to guess the word on the slip which has been given by the teacher. They take turns asking the first

category such as, "is it a word for food? For transportation?" The teammate who have seen the slip take turns answering "No, it isn't" until the right category has been guessed the teammate.

4. After the correct category has been discovered (transportation, for example), the members of the class continue to ask Yes/No questions: "Is the word bus? Is it taxi? Is it train? They would continue to ask questions until one of the teams has correctly guessed their respective word.

5. The team who has got many score is the winner and the loser gets punishment from the winner or from the teacher.

It is possible to learn a language 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 Wright, Betteridge and Buckby (2006), that games can be found to give practice in all skill (reading, speaking, listening, and speaking) in all stages on teaching-learning sequence.

2.3 Definition of Descriptive text

According to Anderson (2003), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things.

In addition, according to Barbara (2004), description gives a significant point of view because it transforms out feeling and extends our

experiences. It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

2.3.1 Structure of Descriptive text

According to Bamanti and Oktaviani (2011) the generic structure of descriptive text is divided into identification and description.

1) Identification

Identification is generic part of paragraph which introduces or identifies the character.

2) Description

Description is a part of paragraph which describes the character.

2.3.2 The Language Feature of Descriptive text

The language feature of descriptive text covered four points.

1) Descriptive often uses adjective, numbering, and classifying. For example: is really cool.

2) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described does not exist anymore for example: go, fly, cook, etc.

3) Descriptive text uses thinking verbs (believe, thing, etc.) and feeling verbs (feel).

4) Descriptive text also uses adverbs to give information about character or adjective that explained. Example: it is extremely high.

2.4 Review of the Previous Studies

The review of previous studies describes the previous studies done by other researchers which discuss the same topic with this study. There are three previous studies used in this present study.

The first study came from Dian (2013) with the title "Improving the Speaking Skills Through Guessing Games of the Seventh Grade Students' of SMP Muhamadiyah 1 Seyengan Yogyakarta in the Academic Year 2012/2013". This study was aimed at improving the students' speaking skills through guessing games. In reference to the discussion in the previous chapter, it could be concluded that the implementation of the games and the supporting action successfully improved the students' speaking skills.

The second previous study was from Anggreyni (2014) with the title "Improving Students' Speaking Skill Through Guessing Game Technique at Grade X1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan in the Academic Year 2013". This research focused on applying the guessing game technique in improving students speaking skill. It was done through two cyclical processes. The processes involved fully by the teacher and students. Based on the result of this research it can be concluded as that: (1) Guessing game technique better improves the students' speaking skill at the grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan; and (2) The factors that influence the changes of

students' speaking skill are students' motivation, students' confidence and group discussion.

The third previous study was from Robiyah (2015) with title "The Use of Guessing Game to Improve Students' Speaking Ability in the Academic Year 2014/2015". Based on the result and discussion, it showed that guessing games provided opportunity to formulate the question in order to force the students to speak. It can be proved by the result of students' speaking ability.

After reviewing the previous studies, there are similarities and differences between those studies and this study. The first similar is that all studies used speaking skill as the target of the research. The second is that they used game as the media to teach speaking. While the differences found from the first and the third researchers. From the first research, they subject was the seventh grade of junior high school students and from the third research their subject was the elementary school in the fourth and the fifth grade students, but this study took XI grade of senior high school students as the subject. This study specified the speaking as an intensive speaking and the text to be focused was on descriptive text.

CHAPTER III

METHOD OF STUDY

This chapter discusses several things such as Design of the Study, Subject of the Study, Data of the Study, Instruments of the Study, Technique of Collecting Data, Data Collecting Procedure, Data Analysis and Time Schedule.

3.1 Design of the Study

The design of this research was experimental research. According to Airisian (2000), experimental research is a kind of research that can test hypotheses to establish cause effect relationships. This research, the writer used quasi experimental design. According to Creswel (2020), quasi experimental includes assignment, but not random assignment of participants to groups. It means that in choosing the sample the researcher does not use randomization. It involved two groups: experimental and control group. As an experimental group receive a treatment while control group did not receive a treatment. Below is the design of this study:

Table 3.1

Design of Quasi Experimental

Experimental	O_1	X	O_2
Control	O_3	-	O_4

(Cohen & Manion, 2018)

Notes:

E   : Experimental Group

C   : Control Group

O_1 : Pretest for the Experimental Group

O_2 : Posttest for the Experimental Group

O_3 : Pretest for the Control Group

O_4 : Pretest for the Control Group

X   : Treatment for experimental group by using Guessing Game

Based on the design above, the researcher gave a pretest and posttest to the control and experimental group. The researcher gave treatments to the experimental class.

3.2 Subject of the Study

Selecting subject of the study is important in every research. The discussion of population and sample are elaborated following sub chapter.

3.2.1 Population

According to Arikunto (2010), population is the total subject of the research. The population of this research was eighth graders of SMP Islam Sultan Agung 4 Semarang in the academic year of 2021/2022.

3.2.2 Sample

Sample is a portion of a population (Sugiyono, 2017). It means that sample is a part of population that will be observe.

The writer used non-random sampling to choose the sample of the study from the population. In this study, the technique which was used was purposive sampling. Airasian (2000) states that purposive sampling is also known as judgment sampling where the researcher chosen a sample based on his or her experience or knowledge of the group being sampled. From that statement, this research took two groups as sample. They were 8A3 as the experimental group and 8A2 as the control group.

3.3 Data of the Study

This sub chapter explains about types of data and variable of the data that was used in this study.

3.3.1 Types of the Data

To find out answer of research question the writer used quantitative data in this study. Quantitative data is data in the form of numbers or scoring (Sugiyono, 2014). It means that this data can be analyzed using statistical techniques. By calculating the data and objects obtained specifically, the research results were clearly accepted.

The use of quantitative data with experimental method had aim to solve the problem and to prove whether the method was effective or not. It means, the researcher wanted to know whether guessing game method had a significant effect in improving students' speaking skill or not.

3.3.2 Variable

Every experimental research must have the variable of the study. Arikunto (2010) stated that variable is the object of the research or the focus of a research. There were two variables in this study independent variable and dependent variable.

a) Independent variable

Independent variable is a variable that stands alone and it is not influenced by other variables so that guessing game is chosen as independent variable because it is not influenced by other variables and other factors (such as what students learn, or how often the students learn).

b) Dependent Variable

Dependent variable is a variable that depends on other variable. The dependent variable in this research is speaking of descriptive text.

3.4 Instrument of the Study

An instrument is a tool that is used to collect data and make the work become easier to get better, complete, and systematic (Arikunto, 2006). A researcher must use correct and accurate information to produce valid and accurate research data

As an instrument, a test was used in this study. According to Brown (2000), a test is a method to measure a person's ability, knowledge or performance in doing something. In this study, the test was to determine the effectiveness of Guessing Game on the improvement of students' speaking

of descriptive text. There were two kinds of test used in this study, namely pre-test and post-test. The purpose of pre-test was to make the writer knew about students' speaking skill being given treatments. The writer conducted on oral test by asking each student to describe something that they have learned before in the form of a descriptive text. Meanwhile, post-test was used to determine the improvement of their speaking skill and score of their speaking skill after the treatment.

3.4.1 Validity of the Instrument

Validity is a measure indicated by validity of research instrument (Arikunto, 2006). To get the data of the research, the instrument should valid. A test was said to be valid if the content of the test was consistent with the stated goal for which the test was being administrated. In this research, the researcher validate the test by using content validity in order to check whether the test valid or not.

3.4.2 Reliability of the Instrument

Reliable of the test is one of the important things to show necessary characteristic of any good test. A test can be said to be reliable if the test show consistency.

There are five types of reliability; Cronbach's Alpha, the Flanagan formula, the KR (Kuder-Richardson)-20 formula, the KR-21, and the Anova Hoyt method. In this study, the researcher was used Cronbach's Alpha. It

aims to test the consistency of the items in the research instrument. The formula for calculating the reliability value as follows:

3.5 Method of the Collecting Data

There were four steps to collect the data in this study.

1. The researcher asked permission to the headmaster and English teacher of SMP Islam Sultan Agung 4 Semarang to carry out the research.

2. The researcher chose the population of the research, the researcher took two classes from the population as sample.

3. The researcher conducted the study by implementing guessing game to improve students' speaking skill.

4. The researcher collected the score and analyzing the data.

3.6 Scoring Technique

In giving the score of the result of the test, this researcher had some criteria to obtain the final score of the students. To assess of students' speaking ability, this study used scoring rubric that covers four aspects.

Table 3.2 The Scoring Rubric of Speaking Skill.

Aspects	Score	Explanation
Fluency	5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
	4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
	3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume waver.
	2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.

	1	Speech is slow, hesitant and strained except for short memorized phrases; difficult to perceive continuity in speech, inaudible.
Grammar	5	Accuracy and variety of grammatical structures
	4	Uses a variety of grammatical structure with some errors.
	3	Frequent grammatical errors that do not obscure meaning little variety in structures.
	2	Grammars are difficult to understand.
	1	Errors in grammar in the whole speech.
Pronunciation	5	Pronunciation is excellent; good effort at accent.
	4	Pronunciation is good; good effort at accent.
	3	Pronunciation is good; some effort at accent, but is definitely non-native.
	2	Pronunciation is not clear, but it can be understood.
	1	Pronunciation is very poor in whole speech.
Vocabulary	5	Excellent control of language features; a wide range of well-chosen vocabulary.
	4	Good language control; good range of relatively well-chosen vocabulary.
	3	Adequate language control; vocabulary range is lacking.
	2	Weak language control; basic vocabulary choice with some words clearly lacking.
	1	Weak language control; vocabulary that is used does not match the task.

(Brown, 2004)

The total score is calculated in the formula:

Total Score 20 X 5 =100

3.7 Data Analysis

After the data were collected, the researcher analyzed the data. In doing the scoring of the test, the result of the students' test is measured.

a) Normality Testing

Standard normality test was used to test whether the data was normal or not. This standard can be identified using the *Kolmogorov-Sminorv*

test using the SPSS *(Statistical Product and Service Solution).* Baharudin (2013) state that the data divided by normal or not normal can be interpreted as follows:

Table 3.3 Normality Testing Hypotheses

Variance	The Percentage	Categories
Test significant Score	**< 0,05**	data is not normal
Test significant Score	**> 0,05**	data is normal

In this test, the data can be said normal if the significant value is higher than 0.05 (P > 0.05). Moreover, the data can be said not normal if the significant value is lower at 0.05 (P < 0.05).

b) Homogeneity Testing

Homogeneity test statistics it is used to determine whether or not variants of some populations are the same (Arikunto, 2006). The researcher used homogeneity test to know the data variants whether the experimental and control classes are homogeneous or not in the pre-test.

Table 3.4 Homogeneity Testing Hypothesis

Comparison	The percentage	Hypothesis	
		H_0	H_1
t-test > t-table and significant	**< 0,05**	Rejected	Accepted
t-test < t-table and significant	**> 0,05**	Accepted	Rejected

This homogeneity test can be used with SPSS which has the criteria:

- the variant can be said to be homogeneous if the T-value > T-table, with significant < 0.05.

- the variant can be said to be not homogeneous if the T-value < T-table, with significant > 0.05.

Therefore, the use of guessing game is effective if the data stating the comparison between the experimental group and the control group get results < 0.05, which means H_0 is rejected and H_1 is accepted. It can be concluded that the use of guessing game is effective as a media in the teaching and learning process to improve students' speaking of descriptive text if the significant 2 tailed results are more than > 0.05.

3.8 Time Schedule

Time schedule is a description of the time and place of implementation when the study begins.

3.8.1 Time of Study

This research was carried out after the completion of the proposal writing and getting permission from the faculty to continue the research.

3.8.2 Place of Study

This research was conducted at SMP Islam Sultan Agung 4 Semarang in the academic year of 2020/ 2021 which is located on Jl. Raya Kaligawe, km.4, Muktiharjo, Genuk, Terboyo Kulon, Kec.Genuk, Kota Semarang, Jawa Tengah 50111.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter consists of Description of the School, Description of the Sample, Validity and Reliability of the Research Instrument, Pre-test Data Analysis, Treatment Activity, Post-test Data Analysis, and Discussion of the Research Findings.

4.1. Description of the School

The research was conducted at SMP Islam Sultan Agung 4 Semarang. It is one of Islamic schools in Semarang. The school is located on Jl. Kaligawe Raya, Terboyo Kulon, Kec. Genuk, Kota Semarang, Jawa Tengah 50112. Although, the school is near the roadway, teaching and learning process is never disturbed by the noise of the surround. It has 10 classes which are distributed into 3 for VII, 3 classes for VIII and 4 classes for IX. The classes are very comfortable for students in teaching learning process. The school has 32 teachers who are competent in their majors.

4.2. Description of the Sample

The population of the study was eighth graders of SMP Islam Sultan Agung 4 Semarang. The researcher took three classes. Each class consists of 20 students. The data of the students can be seen in table 4.1.

4.1 The Data of the Students

class	Group	Students
8A1	Tryout	20
8A2	Control	20
8A3	Experimental	20
Total		60

Based on the table, the respondents of this study were 3 classes of grade eighth. The tryout group was 8A1, the control group was 8A2, and the experimental group was 8A3. There were 2o students for each class. The total of the students were 60 students.

4.3 Validity and Reliability of Research Instrument

In this subsection, the researcher explains the validity and reliability of the research instrument.

4.3.1 Try Out

The researcher did the try out class to measure the validity and reliability. The result was checked by using statistical computation with SPSS 23 to check the validity, and rated by the raters to check the reliability. The writer took 8A1 class for the try-out test. The try-out test was speaking test. The students were asked to describe person. They spoke around 1-2 minutes. The score from the rater 1 and rater 2 is described in the table 4.2.

Table 4.2 Scores of Try Out

sample	rater 1	rater 2
T-1	35	40
T-2	35	35
T-3	40	40
T-4	40	40
T-5	35	40
T-6	40	40
T-7	30	35
T-8	40	35
T-9	55	50
T-10	40	40
T-11	35	40
T-12	45	40
T-13	55	50
T-14	45	45
T-15	45	45
T-16	60	55
T-17	40	45
T-18	45	45
T-19	45	40
T-20	40	35`

The score of the try out class was scored by 2 raters. The first rater was the English teacher of SMP Islam Sultan Agung 4 Semarang and the second rater was the researcher.

4.3.2 Validity

The writer used the content validity to check the validity of the test. Moreover the test was given based on the material which the students learned. The instrument of the study was approved by the advisor and English teacher of SMP Islam Sultan Agung 4 Semarang.

4.3.3 Reliability

The reliability test was used to find out the consistency and to check students' ability. This research used SPSS 23 software to measure the reliability of the tests.

Table 4.3 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.628	2

The reliability comprised was 0.628. It meant that the score was higher than 0.60. It can be concluded that the test was reliable.

4.4 Pre-Test Data Analysis

In this part, the researcher showed that the result of analysis in pre-test data between the control group and the experimental group. It can be seen on table 4.4.

Table 4.4 Descriptive Analysis Pre-test of Control and Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test experimental	20	40	75	1245	62.25	9.386
pre-test control	20	45	60	1055	52.75	4.435
Valid N (listwise)	20					

The experimental had 20 students while the control class had 20 students. The mean of pre-test for the control group was 52.75, while the experimental group was 62.25. The standard deviation of the experimental group was 9.386 and 4.435 for the control group.

4.4.1 Pre-Test Standard Normality

The researcher used one sample Kolmogorov- Smirnov to know the standard normality of the groups. It can be seen on table 4.5.

Table 4.5 The Normality of Pre-test One-Sample Kolmogorov-Smirnov Test

		pre-test experimental	pre-test control
N		20	20
Normal Parameters[a,b]	Mean	62.25	52.75
	Std. Deviation	9.386	4.435
Most Extreme Differences	Absolute	.215	.232
	Positive	.104	.232
	Negative	-.215	-.194
Test Statistic		.215	.232
Asymp. Sig. (2-tailed)		.016[c]	.006[c]

a. Test distribution is Normal.
b. Calculated from data.

The analysis of standard normality on the table shows Asymp. Sig (2-tailed) in experimental group was .016 while control group was .006. It showed that the data distribution both in experimental and control classes were normal because they are higher than 0.05.

4.4.2 Pre-Test Standard Homogeneity

Homogeneity test was used to identify if the variants were the same or not. If the significance was higher than 0.05 it can be concluded that the variants are homogenous. On the other hand, if the significance is lower than 0.05, it can be concluded that the variants are not homogenous. The result of homogeneity is described in table 4.6.

Table 4.6 The Homogeneity of Pre-Test in Control and Experiment Classes

Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
6.837	1	38	.013

The pre-test for experimental and control were scored by using levene statistic. The result was 6.837 and the sig was 013. It can be concluded that the experimental and control class was homogenous.

4.4.3 Pre-Test Mean Score

In this session, the writer shows the pre-test mean score from control group and experimental group.

Table 4.7 The Classification Speaking Skill of Experimental Group

Group	Score	Classification	Number of students
	85-100	Excellent	0
	75-85	Very good	2
Experimental	65-75	Good	4
	50-65	Fair	12
	Less than 50	Poor	2

Total	20

There were 2 students achieved very good level, 4 students achieved good level, 12 students achieved fair level and 2 students achieved poor level. Therefore, the students' speaking ability was dominantly categorized into fair.

Table 4.8 The Classification Speaking Skill of Control Group

Group	Score	Classification	Number of students
	85-100	Excellent	0
	75-85	Very good	0
Control	65-75	Good	0
	50-65	Fair	18
	Less than 50	Poor	2
	Total		20

There were 18 students got fair level and 2 students got poor level. The students' speaking ability was categorized into fair.

4.5 Treatment Activity

The treatments were conducted from 27 May 2022-02 June 2022. In the teaching activity the writer applied different treatment. The experimental group was taught by using guessing game and for the control group was by giving explanation from their textbook.

4.5.1 Experimental Class

Before conducting the class, the researcher designed the material that would be taught for the treatment activities so that the teaching and learning process could run well. During the process of teaching, the researcher applied the material in different treatments. The researcher gave the treatment by using guessing game for the experimental class. Each meeting took 45 minutes. The writer gave 2 treatments.

In the first meeting the writer gave explanation about description text. It was about animal. It was started definition of descriptive text, structure of descriptive text, language feature of descriptive text example of descriptive text. The researcher also gave some vocabulary about animals. The students paid attention to the researcher's explanation. Then for checking their understanding, the researcher asked the students to play the guessing game. Before the students played the game, the researcher gave example how to play the game. After the students understood how to play the game, the researcher divided the class into 2 groups, group A and B each group consist of ten students. After that the researcher chose one student from group A to come in front of the class and faced their friends, than the researcher gave a paper with picture about animal. Than student who was stand in front of the class gave a clue related with the picture in the paper and other members of the class tried to guess the word on the slip, until the right category has been guessed. After one of students from group A or B succeed guessed the right category, the student who was stand in the front of the class chose one student from group B to come up and to give a clue to others

members related with the picture in the paper that the researcher gave. The team who got many score is the winner. In the first treatment, the researcher found some mistakes made by the students. They felt difficult in describing picture to their class because they did not have a lot of vocabularies.

In the second treatment, before entering the material, the writer asked students to tell about the previous material. After the opening session, the writer gave the descriptive text about fruit. The writer gave vocabularies about fruits. The rest of activities were same as the first treatment. However, in this second treatment, the students were more active and could give gesture when they described to their friends.

During the teaching and learning process, most students enjoyed the class. They were enthusiastic to play playing the game.

4.5.2 Control Class

The researcher applied the material in different treatments for the control class. The control class did not get the same treatment as Experiment Class. There were two meetings and each meeting took 45 minutes.

In the first meeting the researcher discussed a description text about animal by using students' text book. It was started by the definition of descriptive text, structure of descriptive text, language feature of descriptive text and example of descriptive text. The researcher also gave some vocabularies about animals. The students paid attention to the researcher's explanation. After the

students understood the researcher asked to them write short of descriptive text about animal and retell.

In the second meeting, the writer asked students to tell about the previous. After the opening session, the writer gave a descriptive text about fruit. The researcher gave vocabularies about fruits. The rest of activities were same as the first meeting. Discussed material, gave the example of descriptive text about fruits, asked students to make a descriptive text about fruits and retell to their friends.

4.6 Post-Test Data Analysis

In this part, the researcher shows the result of analysis data post-test between control group and experimental group. It can be seen on table 4.9.

4.9 The Level of Ability Post-Test from the Experimental Group

Group	Score	Classification	Number of students
Experimental	85-100	Excellent	0
	75-85	Very good	0
	65-75	Good	13
	50-65	Fair	7
	Less than 50	Poor	0
Total			20

There was no student in excellent level, no student in very good level, 13 students in good level, 7 students in fair level and no student in poor level. The students' speaking ability was dominated by good level.

4.10 The Level of Ability Post-Test from the Control Group

Group	Score	Classification	Number of students
	85-100	Excellent	0
	75-85	Very good	0
Control	65-75	Good	6
	50-65	Fair	14
	Less than 50	Poor	0
Total			20

There was no student in excellent level, no student in very good level, 6 students in good level, 14 students in fair level and no student in poor level. The students' speaking ability was dominated by fair level.

The analysis of data post-test of experimental and control group can be seen in table 4.11.

Table 4.11 Comparison of Post-test Result in Control and Experimental Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post-test experimental	20	60	75	69.75	4.723
Post-test control	20	55	75	56.80	4.360
Valid N (listwise)	20				

The result for mean score post-test of the experimental class was 69.75 and control class was 56.80. This means H0 was rejected, while H1 was accepted. It can be concluded that there was significant different score of the students after they were given the guessing game as the technique.

4.7 Discussion of the Research Instrument

The aim of this research was to find out the effectivness of guessing game as a technique in improving students' speaking skill of the eighth graders of SMP Islam Sultan Agung 4 Semarang in the academic year 2021/2022.

This research showed that guessing game gave improvement to the students' speaking skill. The result was proven from each test. The students got 62.25 in pre-test and 69.75 in post-test. It shows that the students got higher score after they were given the treatment. In the first session, the researcher conducted the pre-test to see the first condition of the students. After getting the pre-test, the students of experimental group were given the second treatment. In the last session the researcher gave them a post-test to check the result after they were getting the treatment.

In the pre-test, the experimental group got 62.25 and the control group got 52.75. The normality result shows that sig (2-tailed) in the experimental group was .016 while control group .006. It shows that the data both experimental and control group were normal because the score was higher than 0.05. The pre-test for experimental and control were scored by using levene statistic, the result was 6.837 and sig was 0.13. It can be concluded that the experimental and control group was homogenous. By knowing the result of pre-test of control and experimental group, the researcher continued in examining the post-test to know the result after giving the treatment. The result for mean score post-test of the experimental class was 69.75 and control class was 56.80. This means H0 was rejected, while H1 was accepted. It can be concluded that there was significant

different score of the students after they were given the guessing game as the technique.

After the writer knew the result of data analysis, it can be concluded that guessing game could help junior high school students to improve speaking skill. The students got many vocabularies, that could be used to describe the topic to their friend. Based on the explanation above, it was proved that the students who got treatment by using guessing game had a higher score than students who did not get treatment. It could be said that teaching speaking by using a guessing game as the technique could improve students' speaking skill.
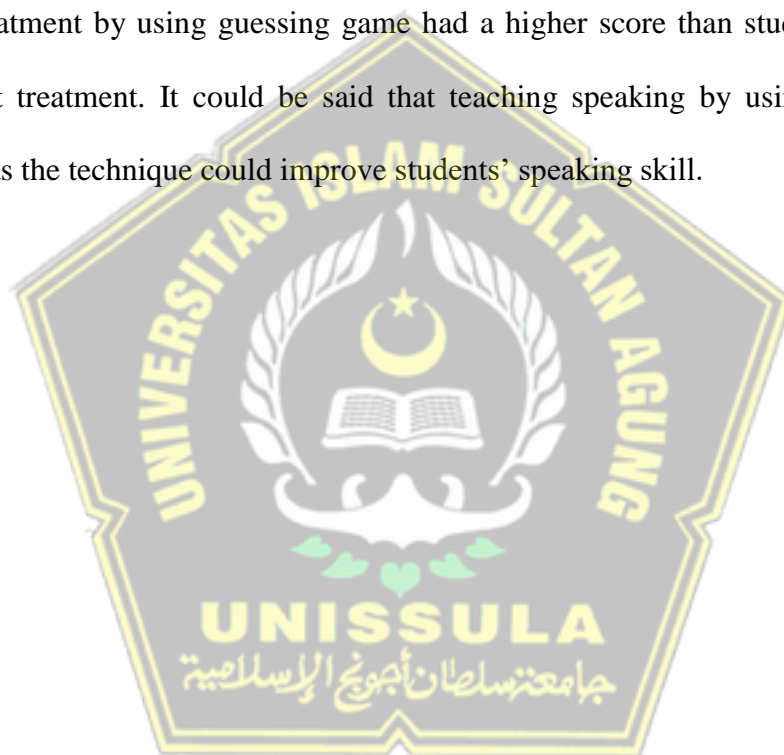
CHAPTER V

CONCLUSION AND SUGGESTION

The writer divides this chapter into two sub chapters: conclusion and suggestion.

5.1 Conclusion

There were significant different scores on speaking skill between the experimental and control group. It can be seen from the student scores of pre-test of experimental and control group. The score experimental pre-test was 62.25 and for the control pre-test was 52.75. After getting the treatment, the post-test score of the experimental group became higher than control group. The experimental post-test was 69.75 and control post-test was 56.80. It shows that guessing game made the learning activity more interesting. Hence, it could improve the students' speaking skill.

5.2 Suggestion

The writer provides some suggestions for teacher, student and future researcher.

1. For the Teacher

Guessing games are one of the good games to teach speaking. English teacher should use it as one of technique in teaching speaking to make students more interested in speaking activities.

2. For the Students

Guessing game can help students in improving their speaking skill. Hence, they can practice to speak every time.

3. For the Future Researcher

The writer hopes that the future researcher gets inspiration from the game. Hence, the future researcher can use guessing game for different skill improvement.

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