**Chapter I**

**Introduction**

This chapter deals with a brief introduction to the research paper. In details, it describes the background of the study, identification of the problems, limitation of the problems, research questions, objectives of the study, and significance of the study.

**1.1 Rationale**

Language is a means of communication for human beings. As social creatures, human beings often interact with each other, as like in home, school, public places, or wherever they live. Language skill has four components. They are: listening, speaking, reading and writing. By language, they can express their ideas, thoughts, feelings, and also they can improve their lives in the fields of culture, religion, technology, knowledge, science, and so forth.

Based on the function in society, there are several groups of language: the first is the native language or the mother tongue, such as: Javanese, Sundanese, Malay, etc. The second is the national language, such as Indonesian, and the third is the international language, such as: English, Mandarin, Japanese, etc.

Human is not getting the language automatically. Even though, they can master the mother tongue and the national language, but they have to learn first. They learn every day from their birth until adult. And for the international languages, they will start learning when they begin to school or course.

In this globalization era, they need to master foreign language, especially English, because English is not only used in England or United State but also to the entire world. English has become a tool of communication that dominates all areas ranging from technology, education, politic, trade, and so forth. Therefore, English is extremely important to be learned by the Indonesian students or workers.

Between the four skills of language, speaking is one of the most essential components of language, because speaking is the basic function of language as a communication instrument.

Tarigan (1981:15) stated that: *bicara adalah kemampuan mengucap bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan dan perasaan*. Speaking is an ability of articulating sounds or words to express, represent and convey thoughts, ideas and feelings.

At this point, speaking make a central contribution to communication. It can express, state, represent and convey thoughts, ideas and feelings effectively. As the human social that directly interact with each other frequently, speaking can help us to establish a good relationship.

Indonesia has a set of educational curriculum that includes English as a foreign language, which is studied from junior high school up to the university level. In the process of teaching and learning English, the students should be granted the fourth language skills. Nonetheless, in reality, students who learn English in the school get many difficulties in applying English as a foreign language, especially in oral skill. Based on the writer's experience, when doing teaching practice, the students could not speak well, it's because of lack of practice, lack with vocabulary, confidence, and confuse with grammar.

Based on the problem above, the writer would like to seek the solution of the difficulties of the students’ learning with the strategy of process learning and teaching by using guessing game. Guessing game is one of learning technique with playing, in which students will be enjoying in learning, and active in communication with speaking English. This guessing game is expected to solve the student's problem and contribute in speaking learning.

**1.2 Identification of the Problems**

In general, there are numerous difficulties in learning English, especially in learning speaking English. The student, who learns speaking English in the school, still gets many difficulties in applying speaking English as a foreign language, even also those who have graduated from school. It’s because of many factors, such as lack of practice, lack of vocabulary, confidence, and confuse with grammar.

Based on the writer's experience, when conducted the teaching practicum in one of the senior high schools, he found many students couldn’t speak English well or when they were asked to speak English, they didn't want to speak at all. It must be admitted that their ability in speaking English is bad.

In this case, writer is interested in doing research in the school with the goal to seek the solution of students’ difficulties in learning speaking English, by guessing game.

* 1. **Limitation of the Problems**

In the process of the research, the writer limits the study about how to improve speaking ability through guessing game in teaching and learning English. In the testing speaking, there are only three aspects that will be going to be investigated by writer. Those are grammar, vocabulary, pronunciation, fluency and comprehension. This research will be conducted in Pasundan 8 Senior High School Bandung.

* 1. **Research problem**

Based on the background above, the writer made some research questions, those are:

1. What are the advantages and disadvantages of guessing game from students’ point of view?
2. What is the result of learning speaking English through guessing game?
3. What is the students’ opinion of learning speaking English through guessing game?
   1. **Objective of the Study**

This research purposes are:

1. To find out the advantages and disadvantages of guessing game from students’ point of view.
2. To find out the result of learning speaking English through guessing game.
3. To find out the students’ opinion of learning speaking English through guessing game.
   1. **Significances of Study**

The results of this study are expected to:

1. Students
2. To improve students’ English Language skills, particularly in terms of speaking.
3. The students will be interested to learning English.
4. The students will be confident to speak and easy to understand about how to say something.
5. New Teachers
   1. Teachers can apply more varied teaching in the class room.
   2. To develop the use of guessing game in learning and teaching speaking English.
   3. To give information about the use of guessing game in teaching speaking English.
6. Researcher

Can use the result of this study to bea reference.

**Chapter II**

**Theoretical Foundation**

This chapter reviews the basic theories of the research related to the speaking, teaching speaking, games, and guessing game as a technique of teaching speaking**.**

**2.1 Speaking**

Speaking is one of the language skills as tools of communication that is used by people in a social environment. Speaking is a tool to communicate directly with other people. According to Tarigan (2008) *Berbicara adalah suatu alat untuk mengkomunikasikan gagasan-gagasan yang disusun serta dikembangkan sesuai dengan keutuhan-kebutuhan sang pendengar atau penyimak.* Speaking is one of the most important language skills to be mastered by human. Speaking must be mastered by student when they are learning a second language or a foreign language.

According to Bygate (1987) stated that speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It can be inferred that speaking is the ability to pronounce the sounds of articulation or words that used as a tool to communicate with human.

In addition, Tarigan (2008) stated that *berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan, danperasaan*.

Brown and Yule (1983), as quoted from Ricards’ book (1990) made a useful distinction between the interactional functions of speaking, the transactional functions and the performance function.

1. Talk as interaction

Talk as interaction refers to establish and maintain social relations.

1. Talk as transaction

Talking as transaction refers to the exchange of information.There are two types of talk as transaction:

* The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.
* The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

1. Talk as performance

Talk as performance refers to public talk. Talk as performance transmits information before an audience, such as classroom presentations, public announcements, and speeches.

From the definition above, it can be inferred that the main goal of speaking is for communication. Speaking is one of the important skills in learning that need to be learned, because by speaking they can express their feeling, ideas, opinions, and to make good relationship with other people. This can be seen in daily live, people often speak with friends, family, and workmate.

**2.2 Teaching Speaking**

The 2004 and 2006 TEFL high school syllabus underlined that the teacher of English should teach English based on CLT (Kimtafsirah 1997). The term CLT is used to refer to communicative approach, which is called Communicative Language Teaching, as it is said by Richard and Rodger (1986). CLT has become an umbrella term. It is not only an approach, but it is a set of approaches which have a similar belief that the goal of language teaching is Communicative Competence. The goal of CLT in western context is Communicative Competence which is designed based on Hymes (in Kimtafsirah 1997). It has four components, those are:

1. Grammatical competence means learners should master the grammatical rules.
2. Discourse competence means that learners should understand many kind of text.
3. Socio linguistic competence refers to the use formal and informal language.
4. Strategic competence means that learners should be able to start the conversation.

Since English in Indonesia is regarded as a foreign language and the teacher should put the cultural background, the students' need and the level of students into the teacher's consideration so CLT which is implemented in Indonesia can be called CLT in the Indonesian context. As stated by Kimtafsirah (1997) there are some characteristics of CLT in the Indonesian context, such as; CLT is used for teaching English as a foreign language, the students should work in the group, one of the objectives of CLT is to make students able to speak and write in English, CLT in Indonesian context adapts in Western context, CLT in the Indonesian context the teachers teach Communicative Competence to students, teacher teaches the language as communication, teacher teaches communicating in the target language, most of the teachers are not native speakers, communicative activities and tasks are underlined. The goal of CLT in the Indonesian context which is designed based on Celce and Murcia (Department of National Education, 2004) as quoted from (kimtafsirah, 1997):

1. Discourse competence means many kinds of text.
2. Actional competence means speaking and writing in English.
3. Socio cultural competence means formal and informal language.
4. Linguistic competence means grammar, vocabulary and structure.
5. Strategic competence means the way how to start the conversation.

Speaking is one of the language skills that must be mastered by every human being to communicate with each other. Speaking used in a variety of languages, and in English is also very necessary. English is the international language of number one in the world. In Indonesia, English is taught to students ranging from elementary school up to college, and speaking is one skill that must be mastered by the student.

Brown (2001) stated that, there are six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human type record" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

1. Intensive

Intensive speaking goes to one step beyond imitative to includeany speaking performance that is designed to practice some phonological or grammatical aspect of language.

1. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated question or comments.

1. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

1. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

1. Extensive (monologue)

Finally, the students at intermediate to advance levels or called on the give extended monologues in the form or oral reports, summaries, or perhaps short speech. Here the register is more formal and deliberative. These monologues can be planed or impromptu.

Brown (2001) stated that some of the issues related to oral communication in pedagogical research as follows; conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and the interaction effect. Therefore, those theories should be used in applying teaching speaking skill. Thornbury (2005) mentioned some criterions used for speaking skills assessment, as follows: grammar, vocabulary, discourse management, pronunciation, and interactive communication.

Thornbury (2005) who gives an overview of materials that can be done as some activities in teaching speaking skills, including; presentations and talks, stories, jokes, anecdotes, drama, role play, stimulation, discussion, debate, conversation, chat, and outside-speaking class. Those activities can be some inspirations for the teacher to teach speaking skill which is more fun, enjoy, meaningful, and improving. In addition, Thornbury (2005) stated that, there are some things should be done by the teacher in the teaching speaking skill, such as; the target language is always used, ask the students some questions to test their abilities, not interrupting the students, give the students tolerate silences time to try speaking, give them a long chance to speak, pay attention to the message than to the structure of language and give the comment at the end, it is better to give a lot of feedback more than only evaluating and judging on students conversation and do not over-praise them, the latter is an obvious compliment of their efforts as an example to others.

**2.3 Games**

Game is an activity that is played with a certain rule to have fun, and also can be used for educational purposes. Many games can help develop practical skills that serve as exercise or perform an educational role, simulation, or psychological.

According to Wright, Betteridge and Buckby (2006) ‘Game’ to mean an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others. Byrne (1995) stated that game as a form of play governed by roles. It should enjoy and fun. It is not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of game.

As we know that the characteristic of the game is fun. One of the alternative approaches to implement the strategies of learning language is by using games. Language learning is tough work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful (Wright, Betteridge and Buckby: 2006).

Bedson and Lewis (2009) stated that games should be more than just for fun. Although playing game is fun, teacher should always focus on the language objective. Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. They also enable learners to acquire new experience within a foreigner language which is not always possible during a typical lesson (Hansen 1994 in Wright, Butteridge and Buckby: 2006).

In conclusion, the use of games in learning environments can change the dynamics of the classroom become more enjoyable and fun, so the teacher can make the learning environment more interesting and interactive. Games have many effects toward the learners and the learning process. It can be positive effects or negative effects. However, recent studies show that the possibility for games to act as a tool to accelerate the learning process in improving learners speaking achievement is still widely open to explore.

**2.4 Guessing Game as Technique of Teaching Speaking**

Guessing Game is one of the techniques learned while playing. As we know, there is a tendency that students always use Mother Tongue in the classroom, so that when students are learning English, a habit that still remains to be done. At school, English classes are usually taught during the middle, or even taught in the last hour, which is usually the students begin to feel lazy and bored. Therefore, it’s needed the innovative teaching technique to make students more active in learning English. In speaking, the use of media will be very helpful and interesting, since it provides more image interpretation for students. Guessing game is a game in which an individual or a team trying to guess or to answer a question that has been given the key words associated with the word. Games can be applied in teaching – learning English. This idea is supported by Andrew Wright, Betteridge and Buckby (1989). “Games can be found to give practice in all skills (Reading, speaking, listening, and speaking) in all stages on teaching – learning sequences…..”

Beside on the statements above, it is clear that all skill can be implemented in teaching, one of them is speaking.

According to Brown (2001) guessing games are common language classroom activities. Twenty questions, for example, are easily adapted to a small group. One member secretly decides that he or she is some famous person. The rest of the group has to find out, who within twenty yes/no questions, with each member of the group taking turns asking questions. The person who is “it” rotates around the group and point is scored.

According to Klippel (1994) the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out. Wright and Buck (1990) said that the essentially of guessing and speculating games, someone knows something and the others must find out what it is. In addition, according to Merriem Webster (1986) guessing games is a game in which participants compete individually or team in the identification of something indicate obscurely (as in riddles or charades).

Smith (2005) stated that the game emphasizes that the speaker is only allowed to answer “Yes” or “No”. The activity is demonstrated by asking one student to come from the front. Draw the slip from the special envelope, and question from the students in the class. Meanwhile, the students will work in groups, taking turns to draw a slip from the thing. In guessing game, hears has to infer what speakers are referring to.

In the activities of a guessing game, students are divided into several groups to (work in pairs) work bench with a friend. Each group chose a picture that given by the teacher and the students make simple sentences as sentences describing the instructions for the form or the word. Then each group advancing alternately to provide clues to the other groups to guess the images contained in the group in front. For instance, if the group chose one picture "elephant", they must be present or provide clues about the animal to the other group to guess. The group will guess by asking. They should ask a question like "is it an animal?", "Is it big?" Then the groups being asked can only answered "Yes or No", and so on until the image can be guessed by other groups.

**Chapter III**

**Research Methodology**

This chapter presents research methodology applied in the research. It is an overview of the research design, population and simple, procedures of collecting the data, technique of data analysis.

**3. 1 Research Design**

Research is a method of study by the which, through the careful and exhaustive of all ascertainable evidence bearing upon a definable problem, we reach a solution to the problem (Hilway on Nawawi, 1965). In the research, the method is very important, because it can discover new facts about the case that we examine. Methods form the basis for achieving a solution of a problem by the evidence collected.

In this research, the researcher used the qualitative descriptive method because this method is more flexible to get the data on the research.

Bogdan and Taylor (1975) in Moleong (2007) stated that as a method of qualitative research procedures which produce descriptive data in the form of words written or spoken by the people and behaviors that can be observed. It is clear that the qualitative method aims to find a phenomenon that is happening, and all of the data and analysis in the form of descriptive in the form of words and language, rather than on a percentage calculation, average or other statistical calculations.

* + 1. **Preparation**

This preparation means that the researcher prepares all of the necessary to conduct the research, starting from surveying the place, surveying the object to be studied, making syllabus, making lesson plan, preparing the materials, equipment and all teaching-related research to be conducted.

* + 1. **Implementation**

In this implementation, the researcher begins to conduct research into the classroom and apply the lessons. The researchers teach about the report text and the product is speaking. In the course of this study, the researcher will do some things to get data, such as: giving a test to a student, applying techniques of speaking into a guessing game, observing classroom activities, giving interviews and questionnaires.

* + 1. **Reporting**

In the end, all of the data obtained from the implementation process collected, researcher will analyze the data, and the results will be reported in the form of descriptive, words and language.

**3.2 Population and Simple**

**Populasi**

Sugiono (2003) defines that *populasi adalah wilayah generalisasi yang terdiri atas obyek / subyek yang mempunyai kualitas dan karakteristik tertentu yang diterapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya.* Population is a generalization which is consist of objects or subjects that have certain qualities and characteristics that are applied by researchers to learn and then drawn conclusions.

According to Nawawi (1995) *populasi adalah keseluruhan obyek penelitian yang dapat terisi dari manusia, benda-benda, hewan, tumbuh-tumbuhan, gejala-gejala, atau peristiwa sebagai sumber data yang memiliki karakteristik tertentu di dalam suatu penelitian.* Population is the whole object of field work that can be in a form of people, objects, animals, plants, symptoms, or events as a source of data that have certain characteristics in a field work.

Based on the above definition, the population is not only people, but also to be an overall research and natural objects that others just as: animals, plants, phenomenon or events. The population that will be taken as the object of the research in writing this thesis is the students of 11th Grade of SMA Pasundan 8 Bandung.

**Sample**

Sugiyono (2003) defines that *sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut*. The sample is part of the number and characteristics possessed by the population.

In adition, Sugiyono (2003) stated that there are two types of sampling technique, those are:

1. Probability sampling or random

Probability sampling is a sampling technique that provides equal opportunity for every element (member) to be elected as members of the population.

1. Non-probability sampling or systematic

Non-probability sampling is sample retrieval technique that does not provide opportunities or equal opportunity for each element or selected members of the population to form the sample.

Sampling technique that used in this research is saturation sampling (*teknik jenuh*) or in other word it is called census. That technique is part of non-random sampling. Saturation sampling is sampling technique that used when all of members of the population as a sample. To get sample in this research the researcher takes the sample of one class of 11th Grade of SMA Pasundan 8 Bandung.

**3.3 Procedures of Collecting the Data**

Data collection should be done seriously, because it is very important to get the valid data and get the results in accordance with the results and usefulness. Based on the research problem, the research needs to find the data as follows: The advantages and disadvantages of guessing game technique from students’ point of view, the result of learning speaking English through guessing game technique, the students’ opinion of learning speaking English through guessing game technique.

There are four methods of collecting the data used in this research to answer the research problems, those are:

1. **Observation**

Margono (1997) *explains that observasi diartikan sebagai pengamatan dan pencatatan gejala yang tampak pada obyek penelitian.* Observation is defined as noticing and recording the phenomena existing in the object of the research.

There are two ways to make observations, namely: observation of structured and unstructured observation. In this study, researcher used the structured observation. Structured observation is the observation that the structure has been designed systematically, about what will be observed, when and where to place (Sugiyono, 2003).

The researcher will do the observation to know the real process of teaching and learning, and to know the result of learning speaking English through guessing game. Researchers will take notes and camera recording to collect the necessary data.

1. **Test**

According to Arikunto (2010) *Tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan inteligensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok.* Test is a series of questions or exercises and other tools used to measure skill, knowledge intelligence, ability or talent possessed by individuals or groups.

In this research, the researcher will make the test for students to look for the result of learning speaking English through guessing game. The researcher will divide the test in two categories. Those are: pre-test and post-test. Pre test will be given to students in the first meeting. This test aims to determine student’s skills in speaking before researchers provide treatments. And post test will be given after the researchers gave the treatment to students. This test aims to determine the change in the student’s ability to speak after speaking as following study using a guessing game and to find out the result of learning speaking English through guessing game.

1. **Interview**

Harun (2007) explained that *wawancara adalah percakapan dengan maksud tertentu. Percakapan itu dilakukan oleh dua pihak, yaitu pewawancara yang mengajukan pertanyaan dan yang diwawancarai yang memberikan jawaban atas pertanyaan itu.* An interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interviewer and interview to ask questions that provide answers to that question.

Interviews can be either structured or unstructured. In this research, the researcher used structured interviews. Structured interviews are used as data collection techniques, when researchers have known for sure about what information will be obtained. Before conducting interviews to students, researchers prepare a research instrument questions. In this interview, respondents were given the same questions. This was done to collect valid data to obtain information about the advantages and disadvantages of a guessing game in students' point of view.

1. **Questionnaire**

*Kuesioner merupakan teknik pengumpulan data yang dilakukan dengan cara member seperangkat pertanyaan tertulis kepada responden untuk dijawab* (Sugiyono, 2003). Questionnaire is a data collection technique that is done by giving a set of written questions to the respondents to answer.

The researcher will use a questionnaire to collect other data. The use of questioner is done since it feels more efficient. The researcher uses an open questionnaire to obtain the data or information from students. The researcher also will make some inquiries and then the researcher will give the opportunity for students to answer with their own word.

Collecting data using a questionnaire is aimed to obtain information about the students’ opinion of learning speaking English through guessing game.

**3.4 Technique of Data Analysis**

The data that has been collected from the research process by using observation, testing, interview and questionnaire will be analyzed. To analyze the data that has been collected, researchers will use the following steps.

Preparation, it's mean that the researcher will check all of the data that have been obtained, such as checking the completeness of the data already obtained, check the name and identity the completeness of the answering, check the answer, and classify each student answers related. The preparation of data in order to select the data to be analyzed is used or important data.

Tabulation, it's mean that to give an activity score of the items that need to be given a score, giving the code to the items that do not require a score, changing the type of data, according to the analytical technique used.

Read carefully, it's mean the entire data derived from interviews, questionnaires, notes, photographs, test results, or any data derived from the field will be read and studied in depth by researcher to discover what is important and what will be told to other people. After the data have been analyzed, the results of these studies will be presented in the form of descriptive (in the form of words and language).

**Chapter IV**

**Data Analysis and Findings**

This chapter describes the data analysis and findings of the experimental research that has been conducted. It deals with the data obtained from observation, test, questionnaire, and interview.

This data analysis will be divided into four terms analysis, are as follows: the data analysis of the process of teaching and learning, the data analysis of the test, the advantages and disadvantages of guessing game from students’ point of view, and the students’ opinion about guessing game. This observation was conducted in XI-Unggulan A, at SMA pasundan 8 Bandung, for 5 meeting.

**4.1.1 The Process of Teaching and Learning**

After doing the research, the researcher has been able to find the information that process of teaching and learning English is given to students twice a week. Before doing the teaching and learning process, preparation of syllabus and lesson plan is the first step in the process of teaching and learning. This is a reference to a teacher for teaching and learning activities could run well. In the process of teaching and learning, the teacher divided the activities into three types: Introduction, the main activities, and closing.

Introduction is the beginning of the activity carried out before the teacher began to teach the material to students. The teacher gave the greeting, told the chairman to lead the prayers, to check the presence of students, preparing students to learn, and the teacher did warming up by opening a discussion topic to relate the material to be taught to students.

In the main activity, the teacher explained the material to the students, after that, the teachers did a question and answer to test students' understanding of the material that has been given. The teacher also asked the students to identify the type of text that is in accordance with the material that has been given. After that, the teacher began to apply the technique of a guessing game into the learning process. Before the activity started, the teacher explained the technique in advance what a guessing game is, and how the rules of the game. After students understood the rules of the guessing game, the teacher gave the example of guessing game activity. Then, the teacher divided the students into groups, and students began a guessing game activity.

After the activity of guessing game finished, the teacher gave the score of students’ performance and the sentences that students used. Then the teacher and students discussed some of the errors that found when students were doing a report.

The last is closing. This activity was given by the teacher after the learning process. Teachers gave the reflection of the material that has been given or a summary by involving students and carry out follow-up by providing direction, or activity, or task as part of the remedial / enrichment.

**4.1.2 The Activity of Guessing Game**

Before students did the activity of guessing game, teacher explained about the guessing game, explained the rules and the goal of learning in order to give motivation to the students. Then, the teacher gave a guessing game simulation activity. Furthermore, the teacher guided students to divide into groups (work in pairs) work bench with a friend. One group consists of two people. After the teacher gave some selected pictures of animals for each group. Then, the students were told to create clues or words associated with pictures of animals that they choose.

After all of the groups have finished make the clues, each group was asked to present to the class and each given five minutes. The group that came forward, asked to report their chosen image. The first, the students said greeting, introduce the group, and began to report the image only using clues they made. They were forbidden to mention the name of the animal in the picture. Then, other groups try to guess by using the questions in advance. The activity lasted until the other groups could guess it.

In the course of the next guessing game, teachers not only used the image of the animals to be guessed but also about Fruit and natural event.

Note: in this activity, when the student want to answer, the students should rise their hand, and all of the students used the English, when the students didn’t know the word in English, they should ask to other students or teacher, and the students should say “excuse me, how to say …….. in English”.

**Table 4.1 The first Observation**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| **Introducing Activities:**  The teacher gives the greeting  The teacher asks the chairman to lead the prayers  The teacher checks the presence of students  The teacher preparing students to learn  The teacher gives warming up | 5 minutes |
| **The main activity**  The teacher explains the report text  The teacher gives an example of a text report  The teacher gives the exercise to the students. | 30 minutes |
| **Pre-test activity**  The teacher asks students to report something one by one in front of class. | 50 minutes |
| **Closing**  Teacher gives the reflection of the material. | 5 minutes |

**Table 4.2 The second Observation**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| **Introducing Activities:**  The teacher gives the greeting  The teacher asks the chairman to lead the prayers  The teacher checks the presence of students  The teacher preparing the students to learn  The teacher gives warming up | 10 minutes |
| **The main activity**  The teacher review the material that has been given  The teacher applies the guessing game into the learning process.  Teacher and students discussed some of the errors  Note: the media of guessing game activity using animal pictures. | 70 minutes |
| **Closing**  Teacher gives the reflection of the material. | 10 minutes |

**Table 4.3 The third Observation**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| **Introducing Activities:**  The teacher gives the greeting  The teacher asks the chairman to lead the prayers  The teacher checks the presence of students  The teacher preparing students to learn  The teacher gives warming up | 10 minutes |
| **The main activity**  The teacher review the material that has been given  The teacher applies the guessing game into the learning process.  Teacher and students discussed some of the errors  Note: the media of guessing game activity using Fruit pictures. | 70 minutes |
| **Closing**  Teacher gives the reflection of the material. | 10 minutes |

**Table 4.4 The fourth Observation**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| **Introducing Activities:**  The teacher gives the greeting  The teacher asks the chairman to lead the prayers  The teacher check the presence of students  The teacher preparing students to learn  The teacher give warming up | 10 minutes |
| **The main activity**  The teacher review the material that has been given  The teacher applies the guessing game into the learning process.  Teacher and students discussed some of the errors  Note: the media of guessing game activity using pictures about natural events. (Thunderbolt, Rain, or Tornado). | 70 minutes |
| **Closing**  Teacher gives the reflection of the material. | 10 minutes |

**Table 4.5 The fifth Observation**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| **Introducing Activities:**  The teacher gives the greeting  The teacher asks the chairman to lead the prayers  The teacher check the presence of students  The teacher preparing students to learn  The teacher gives warming up | 10 minutes |
| **Post-test activity**  The teacher to ask students to report something one by one in front of class. | 50 minutes |
| **Closing**  Teachers give the reflection of the material. | 10 minutes |

**4.1.3 The Data Analysis of the Test**

**Pre-Test**

Pre test was conducted in the first meeting to measuring students' speaking ability. It was conducted on 28th January 2014. The pre-test conducted orally. Students were told to choose one of ten images of animals, then, students are asked to speak in front of the class one by one to inform or describe it.

The scoring criteria of the students’ speaking have been adopted from Brown (2001) on the table below. It comprises five assessments namely Grammar, Vocabulary, Comprehension, Pronunciation, and Fluency.

**Table 4.2.6**

**The Scoring Criteria**

|  |  |  |
| --- | --- | --- |
| **Number** | **Categories** | **Score** |
| 1. | Vocabulary | 1 – 5 |
| 2. | Pronunciation | 1 – 5 |
| 3. | Fluency | 1 – 5 |
| 4. | Comprehension | 1 – 5 |
| 5 | Grammar | 1 – 5 |
|  | **TOTAL** | 25 |

**Score: x 100 = …… N= student’s score**

**Table 4.2.7 The Students’ Pre-test Scores**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NO | NAME | VOCA  BULARY  (5) | GRAM  MAR  (5) | COMPRE  HENSION  (5) | PRONUNCIATION  (5) | FLUENCY  (5) | Ss’  Score  (25) | Score  { x 100} |
| 1. | Ayu. S . Y | 3 | 3 | 3 | 2 | 2 | 13 | 5.2 |
| 2. | Astri. R | 2 | 2 | 2 | 2 | 2 | 10 | 4.0 |
| 3. | Anisa. S. F | 3 | 2 | 3 | 2 | 2 | 12 | 4.8 |
| 4. | Anita . A | 2 | 2 | 2 | 1 | 1 | 8 | 3.2 |
| 5. | Chrisnauli | 3 | 3 | 3 | 2 | 2 | 13 | 5.2 |
| 6. | Elyan. F | 2 | 2 | 3 | 2 | 2 | 11 | 4.4 |
| 7. | Faisal | 2 | 2 | 3 | 2 | 2 | 11 | 4.4 |
| 8. | Felino. A | 3 | 2 | 3 | 2 | 2 | 12 | 4.8 |
| 9. | Gheri. M. B | 1 | 1 | 2 | 1 | 1 | 6 | 2.4 |
| 10. | Indri. K | 2 | 2 | 2 | 2 | 2 | 10 | 4.0 |
| 11. | Jag. E. B | 1 | 1 | 2 | 1 | 1 | 6 | 2.4 |
| 12. | Lulu. A | 2 | 1 | 2 | 2 | 1 | 8 | 3.2 |
| 13. | Mujali. B | 2 | 1 | 2 | 1 | 1 | 7 | 2.8 |
| 14. | Novira. N | 3 | 2 | 3 | 2 | 2 | 12 | 4.8 |
| 15. | Putra. G. P | 1 | 1 | 2 | 1 | 1 | 6 | 2.4 |
| 16. | Rimma. Y | 2 | 2 | 2 | 2 | 2 | 10 | 4.0 |
| 17. | Risma. C. D | 2 | 2 | 2 | 2 | 2 | 10 | 4.0 |
| 18. | Viani. O | 2 | 2 | 2 | 2 | 2 | 10 | 4.0 |
| Total | | | | | | | 175 | 70 |
| Average | | | | | | | 9.7 | 3.8 |

5 = excellent 4 = good 3 = enough 2 = bad 1 = really bad

Based on the table above, we can see the results of that pre-test that have been given to students. The overall scores of 18 students are 70 and the average scores are 3.8. We can see the score of the students from the lowest till highest of the pre-test scores. From 18 students, 3 students scored 2.4, 1 student scored 2.8, 2 students scored 3.2, 5 students scored 4.0, 2 students scored 4.4, and 3 students scored 4.8, and 2 students scored 5.2.

From the data above, we can know that the lowest value of the pre-test is 2.4 and the highest pre-test was 5.2. This shows that the students' scores are low on pre-test.

**Post-test**

Post-test was conducted in the first meeting to measuring students' speaking ability. It was conducted on 11th February 2014. The post-test conducted orally. Students were told to choose one of ten images of animals, then, students are asked to speak in front of the class one by one to inform or describe it. The scoring of post-test is same with pre-test.

Post-test was conducted to determine the development of students' speaking abilities after the students was given treatment and learning with techniques a guessing game. The result of post-test can be seen on the table below:

**Table 4.2.8 The Students’ Post-test Scores**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NO | NAME | VOCA  BULARY  (5) | GRAM  MAR  (5) | COMPRE  HENSION  (5) | PRONUNCIATION  (5) | FLUENCY  (5) | Ss’  Score  (25) | Score  { x 100} |
| 1. | Ayu. S . Y | 4 | 4 | 4 | 3 | 4 | 19 | 7.6 |
| 2. | Astri. R | 3 | 3 | 4 | 3 | 3 | 16 | 6.4 |
| 3. | Anisa. S. F | 4 | 3 | 3 | 3 | 3 | 16 | 6.4 |
| 4. | Anita . A | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 5. | Chrisnauli | 4 | 4 | 4 | 3 | 4 | 19 | 7.6 |
| 6. | Elyan. F | 4 | 3 | 4 | 3 | 3 | 17 | 6.8 |
| 7. | Faisal | 4 | 3 | 4 | 3 | 4 | 18 | 7.2 |
| 8. | Felino. A | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 9. | Gheri. M. B | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 10. | Indri. K | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 11. | Jag. E. B | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 12. | Lulu. A | 4 | 3 | 4 | 3 | 3 | 17 | 6.8 |
| 13. | Mujali. B | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 14. | Novira. N | 4 | 3 | 4 | 3 | 4 | 18 | 7.2 |
| 15. | Putra. G. P | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 16. | Rimma. Y | 4 | 3 | 4 | 3 | 3 | 17 | 6.8 |
| 17. | Risma. C. D | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| 18. | Viani. O | 3 | 3 | 3 | 3 | 3 | 15 | 6.0 |
| Total | | | | | | | 292 | 116 |
| Average | | | | | | | 16.2 | 6.4 |

5 = excellent 4 = good 3 = enough 2 = bad 1 = really bad

Based on the table above, we can see the results of that pre-test that have been given to students. The overall scores of 18 students are 116 and the average scores are 6.4. We can see the score of the students from the lowest till the highest of the pre-test scores. From 18 students, 9 students scored 6.0, 2 students scored 6.4, 3 students scored 6.8, 2 students scored 7.2, and 2 students scored 7.6.

From the data above, we can know that the lowest value of the pre-test is 6.0 and the highest pre-test was 7.6. It is obvious that the student's score is high on the post-test.

Based on the results of the data pre - test and post - test in the table above, we can see the difference scores between pre – test that was conducted on 28th January 2014 and post – test that was conducted on 11th February 2014. Overall score of 18 students from the pre-test was 70 and the average score of 3.8, and an overall score of 18 students from post-test was 116 and the average score of 6.4. In this case, the researcher found that the data showed that there was an increase in students' speaking ability after treatment.

**4.1.4 The Students’ Opinions of Guessing Game**

After the writer gets the data from the pre-test and post-test, he also did the data collection with the questionnaire which is intended to find out the opinions of students about guessing game. Interview data obtained from 18 students. This is done by interpreting analyze the student's answer

From the answers to the questions, all of the students stated that the English language is very important to learn, because Britons language is an international language or language number one in the world. In the era of globalization, English is needed to be able to communicate with foreigners, and could facilitate the working world. But learning English, especially speaking, not all students feel easy, from the 18 students who gave answers, 4 students feel distress, due to lack of practice English, difficulty in pronunciation, nervous, and did not understand what was said. 14 students answered flexible, according to them easily if we often practice, and hard if we rarely practice.

In the learning process, there are 15 students would rather study group, because according to them, the study group can exchange opinions, correcting each other, sharing knowledge and knowledge. 3 other students prefer to learn on their own with an excuse to concentrate.

According to all of the students, using the technique of guessing games in the learning of speaking becomes easier. The influence of the use of techniques which can be a guessing game easier to learn speaking, could say better, knowing more new vocabulary, memorize new vocabulary, more smoothly, and can process the words. Increased confidence also felt students when they interact or speak English with other students, or when they are asked to speak in front of class.

The difference when learning to use and not use a guessing game can be felt by all students. According to the students, as they learn to use a guessing game, learn to be more active, not boring, exciting, fun, easier to understand, enjoy and not be nervous, can often interact with friends, and can further enhance the spirit of learning. The assessment of a guessing game from 1-5 that selected by the student, 7 students choose value of 3.9, students choose a value of 4, and 2 students chose a value of 5. It can be seen that the students liked the technique of guessing game.

Student expectations for English language teaching should be more varied. Or even use of teaching techniques more fun, like a guessing game that is not boring and intimidating.

After the researchers classified all the answers interrelated, and expose it. Researchers found that students felt the use of data guessing game can help them to improve their speaking ability.

**4.1.5 The Advantages and Disadvantages of Guessing Game from Students’ Point of View**

To complement the data that have not been collected, the researcher conducted the interviews to students. This interview was obtained from 18 students of senior high school, Pasundan 8 Bandung, Class XI-Unggulan A. This interview was conducted to obtain the data on the advantages and disadvantages of a guessing game from the student's view. The researcher gave the questions to the students, such as:

1. What are advantages of a guessing game?

2. What are the Disadvantages of a guessing game?

After the researcher got the data from the interviews, the researcher interpreted and classified each student's answers. In the opinion of the students, the advantages of guessing game are fun because they could learn while playing, stimulating creativity to looking for the ideas for the report, add new vocabularies, more interaction with other students, adding the courage to speak because the learning is fun, so they do not feel tense when speaking English, and more practice English. Disadvantages of guessing game, from students view, such as: make the students feel less conducive in the classroom, students have difficulty in finding vocabulary, because there are many students who have not much to memorize vocabularies, students having trouble finding ideas for report, and giving clues are less obvious.

After the researcher classified the students' answers, the researcher found the student's opinion about the advantages of guessing game. There were 13 students stated that the advantages of guessing game is fun, 5 students stated that guessing game can stimulate creativity report, 8 students stated can help students add new vocabulary, 5 students stated can often interact fellow friends, 4 students claim to help increase confidence them in speaking English, and 6 students feel can help more frequent practice speaking. To shortage guessing game technique, researchers found there are 5 students felt that guessing game technique makes the class less conducive, 6 students found it difficult to find vocabulary, 3 students are having trouble finding ideas for the report, and 4 students feel that clue given less clear. The interview results can be seen in appendix.

**4.2 Findings**

Based on the observation that has been done for 5 meetings, the teacher teaches speaking by implementing guessing game technique for improving student's speaking ability. The teacher presents the material, the students practice it, and the students produce it.

In the process of teaching speaking English by using a guessing game technique, the researcher found the teacher 's role as facilitator of the students through the process of learning, teacher as a supervisor during the process of learning takes place, instruct students to focus on the subject that the teacher gives, a teacher evaluator to evaluate student work and give referrals when students make mistakes, teachers become resources, when students need the information currently in the process of learning.

In the learning process, the researcher noticed that students are more active when learning speaking by using a guessing game, students get excited when learning speaking by using the technique of guessing game, students more often to speaking, and students often interact with each other.

From the analysis of pre-test and post-test, researchers found the progress speaking ability of students after participating in learning technique through Guessing Games. It can be seen from the results of pre-test and post-test. Overall score of 18 students from the pre - test was 70 and the average score of 3.8, and an overall score of 18 students from post-test was 116 and the average score of 6.4.

The results of questioner with students, researchers found that students expressed the opinion that they are still having some difficulties in learning English, especially speaking, including: lack of exercise, difficulty in pronunciation, nervous, and did not understand what was said. Researcher also found that students expressed the opinion that many students who prefer learning groups and like a guessing game. Students also stated that the guessing game can be helpful for improves their speaking ability, students feel the improvement in various ways, such as: reproduce new vocabulary, increase fluency in speaking, and boost their confidence.

The results of the interview the researchers found some advantages and disadvantage of a guessing game from students' view. The advantages of a guessing game technique are: fun, stimulating creativity, increase vocabulary, improves self-confidence, a lot of interaction, and a lot of practice speaking. And the disadvantages of a guessing game are: make the class less favorable, and create confusion when the clue given is not clear.

**Chapter V**

**Conclusions and Suggestions**

In the last chapter, the writer would like to summarize the results of the study. And the suggestions from this study are also presented briefly addressed to teachers, students, the next researcher, and the reader.

**5.1 Conclusions**

Speaking is one of the four language skills that must be mastered by the students. However, speaking in a foreign language is not easy, such as speaking English. Many students experience difficulties when speaking. The problems frequently encountered are: they lack of vocabulary, pronunciation, grammar¸ fluency. There are so many ways to improve speaking. And one of the ways is use a guessing game.

In this study, researcher used a guessing game to improve students speaking ability. And in this section is intended to prioritize answer the research problem that has been proven by research. They are the three major research problems presented in the beginning of the discussion: the result of learning speaking English through a guessing game, the students' opinion of learning speaking English through a guessing game, the advantages and disadvantages of a guessing game from the students' point of view.

To find out the results of teaching speaking by using guessing game that is implemented in the classroom, the researcher used a pre - test and post - test. The results of pre-test and post-test students showed that there was an increase of in the students' speaking ability after treatment. It can be seen from the overall score of 18 students from the pre - test was 70 and the average score of 3.8, and an overall score of 18 students from post-test was 116 and the average score of 6.4. It's means that the technique guessing game is quite good and effective way to improve students' speaking ability.

Guessing game has advantages and disadvantages based on students view. After doing interview to students, researchers can determine the advantages of a guessing game are: fun, stimulating creativity, increase of vocabulary, improves self - confidence, a lot of interaction, and a lot of practice speaking. And the disadvantages of a guessing game are: make the class less favorable, and create confusion when the clue given is not clear.

Then, to find out the opinions of respondents using the techniques in teaching speaking guessing game that is implemented in the classroom, researchers have given to the student questionnaire sheet to collect this opinion. For the results of the questionnaire with students, researchers found that students expressed the opinion that many students who prefer learning groups and like a guessing game. Students also stated that the guessing game can help to improve their speaking ability, students feel the improvement in various ways, such as: reproduce new vocabulary, fluency of speaking, and boost their confidence.

* 1. **Suggestions**

**1. For the new teachers**

* + - * Try to use other materials or technique in teaching speaking can build student interest.
      * Guessing Game can be applied in teaching speaking next.
      * Teachers should be creative and innovative in the delivery of the subject to make students not to feel bored with the subject.
      * Teachers always give motivation to the students to make them more motivated to learn English, especially in speaking.
      * In the learning process the teacher should explain the matter clearly.

**2. For the students**

* More practice is really needed to be able to communicate in English very well.
* Practice English in every opportunity, whether with friend or teacher.
* Multiply reading books or listening to music or conversation will add vocabulary.
* Do not be shy to ask if there is material that is not understood.

**3. For the researchers**

The writer hopes that this research can be useful as a reference for the other researcher.

**4. For readers**

The writer hopes this research can provide information to the reader related with how to implement a guessing game technique in improving student's speaking skills. The writer wishes that the study of a guessing game will be very useful for those who focus on English education.