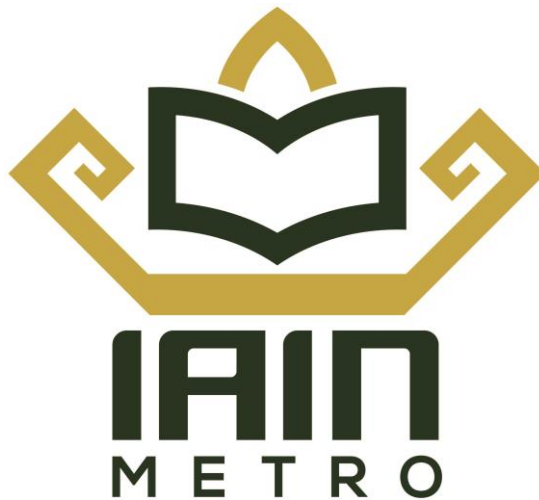AN UNDERGRADUATE THESIS

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By:
ANGGRAENI PUSPITA SARI
S. NUMBER : 1291227

TARBIYAH FACULTY
ENGLISH EDUCATION DEPARTMENT

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By:

ANGGRAENI PUSPITA SARI

S.NUMBER : 1291227

Tarbiyah Faculty
English Education Department

Sponsor: Ahmad Subhan Roza, M.Pd
Co-Sponsor: Syahreni Siregar, M.Hum

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ABSTRACT

By

ANGGRAENI PUSPITA SARI

This study was aimed at improving the speaking skill of the seventh grade students at MTs Ma'arif NU 5 East Lampung by using game. This research was classified as an action research. It was conducted in two cycles, which was held for four meetings in the first cycle and two meetings in the second cycle. The research steps are planning, action and observation, and reflection. The subjects of this research were 35 students of class VII A of Ma'arif NU 5 East Lampung.

The results of the research showed that the implementation of using game in the teaching and learning process of speaking was believed to be effective to improve the students' speaking skills. The students' motivation increased. They were more enthusiastic in learning speaking. Moreover, the students were interested in various materials presented by the teacher. They could get involved actively in the speaking learning process.

Furthermore, the result of the research also showed that the improvement on the teaching and learning process affected the improvement on the students' speaking skills. The students' speaking skills were measured quantitatively by comparing the mean score of pre-test and post-test. The result revealed that the mean score of the students' speaking performance increased from 59 in the pre-test to 66.28 in the post-test I and 72.57 in the post test II.

Key Word : Guessing Game, Speaking Skill

MENINGKATKAN KEMAMPUAN BERBICARA SISWA MELALUI TEKNIK PERMAINAN MENEBAK PADA KELAS VII MTs. MA'ARIF NU 5 SEKAMPUNG TAHUN AJARAN 2016/2017

ABSTRAK

Oleh

ANGGRAENI PUSPITASARI

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa kelas VII di MTs Ma'arif NU 5 Lampung Timur dengan menggunakan game. Penelitian ini diklasifikasikan sebagai penelitian tindakan. Hal ini dilakukan dalam dua siklus, yang diselenggarakan selama empat pertemuan pada siklus pertama dan dua pertemuan di siklus kedua. Langkah-langkah penelitian adalah perencanaan, tindakan dan observasi, dan refleksi. Subyek penelitian ini adalah 35 siswa kelas VII A dari Ma'arif NU 5 Lampung Timur.

Hasil penelitian menunjukkan bahwa pelaksanaan menggunakan permainan dalam mengajar dan proses berbicara diyakini belajar menjadi efektif untuk meningkatkan keterampilan berbicara siswa. motivasi siswa meningkat. Mereka lebih antusias dalam belajar berbicara. Selain itu, mahasiswa yang tertarik dalam berbagai bahan yang disampaikan oleh guru. Mereka bisa terlibat secara aktif dalam proses pembelajaran berbicara.

Selain itu, hasil penelitian juga menunjukkan bahwa perbaikan pada proses belajar mengajar dipengaruhi peningkatan keterampilan berbicara siswa. keterampilan berbicara siswa diukur secara kuantitatif dengan membandingkan nilai rata-rata pre-test dan post-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kinerja berbicara siswa meningkat dari 59 di pre-test untuk 66.28 dalam post-test I dan 72.57 di post test II.

Kata Kunci : Permainan Menebak, Kemampuan Berbicara

MOTTO

مَنْ خَرَجَ فِى طَلَبُ الْعِلْمِ فَهُوَ فِى سَبِيْلِ اللهِ حَتَّى يَرْجِعَ

"Whoever came out to seek knowledge then he is on the way of God"
(HR.Turmudzi)

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a unique human in heritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is also a set of rules, which is used as a tool of human communication. It is used to communicate ideas, feelings, believes, love, knowledge, culture, etc.

English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. At Junior High School, the students are able to use English as a means of communication in both spoken and written form. There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing.

One of major skills in English learning is speaking. Speaking comprehension is crucial part of second language learning and teaching. Speaking is included in productive aspect as communicative competence, which means that there is a process to conceptualize data in a brain then produce it as oral information. The ability to speak fluently presupposes not

only knowledge of language features, but also the ability to process information and language "on the spot".

Learning speaking means learning an interactive processing of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context, participants experiences, physical environment, and the purpose of speaking.

In teaching speaking, the teacher should be able to make interesting topic and apply suitable technique. Game is a strategy which can be used as a one of alternative ways to create a good condition for the class. Through games aplication students can enjoy the learning, even there is a common perception that teaching should be serious to achieve its learning target, but if students do not interest and lazy to learn, so it is not really learning. This is misperception, because to learn a language or even another subject aseasier as can be understood and enjoyed,games can be made as a good strategy to stimulate students attention.

Guessing game is one of alternative techniques used in teaching speaking, which the students are expected to be involved actively in speaking class activity. Guessing game which is adopted from a television and radio game can create the teaching-learning situation based on the students excitement of playing game. Thus, students are much courage in thinking what they want to say. In conducting this kind of game, teacher and students can work each other to build a good atmosphere of teaching-learning process in speaking class.

This technique requires teacher to facilitate students with some new chunks, it also gives a chairperson an experience to process his/her peers speaking in front of the class. Meanwhile, for the rest, this game motivates them to make a question with loud and clear voice and then explore some new chunks and language exposure in one time.

To strengthen the problems above when pre-survey at MTs Ma'arif NU 5 Sekampung East Lampung, the writer did the first action was giving the test of speaking on syllabus:

Table 1

The pre-survey data of daily test on april 14 2016 at first semester of the seventh grade of MTs. Ma'arif NU 5 Sekampung East Lampung

No.	Initial Name	Scores	Categories
1.	AR	65	Low
2.	AD	75	High
3.	PJ	45	Low
4.	AP	65	Low
5.	LM	50	Low
6.	SR	75	High
7.	AJ	60	Low
8.	DV	80	High
9.	AL	75	High

10.	RP	50	Low
11.	MM	45	Low
12.	RY	65	Low
13.	IP	70	Average
14.	PA	65	Low
15	TS	80	High
16.	ZA	50	Low
17.	SA	60	Low
18.	RA	70	Average
19.	MD	50	Low
20.	AJ	55	Low
21.	CM	45	Low
22.	SR	60	Low
23.	NM	55	Low
24.	NR	50	Low
25.	DL	55	Low
26.	AB	50	Low
27.	NS	45	Low
28.	RR	80	High
29.	LM	45	low
30.	PO	50	Low

31.	SS	70	Average
32.	YP	50	Low
33.	WS	75	High
34.	UU	70	Average
35	VS	50	Low

Source: The teacher graded book English at the first semester of MTs. Ma'arif

NU 5 Sekampung East Lampung

Based on the result of pre survey that the researcher has done on April,

14th 2016, show that only the students who passed for the material of speaking

and the students passed with the highest grade 80 and the lowest 45 with the

minimum mastery criteria (KKM) for english is 70, the data can be known as

follows:

Table 2

The data pre-survey of students speaking score among the tenth

graders of MTs. Ma'arif NU 5 Sekampung East Lampung

No	Grade	Explanation	Frequency	Percentage
1.	<70	Failed	29	82,85%
2.	≥ 70	Passed	6	17,15%
Total			35	100%

Source: Document of English Teacher about Speaking score among the tenth graders of
MTs. Ma'arif NU 5 Sekampung East Lampung

It means that the speaking skill of the students is low because they

have lack of english subject or they have lack of vocabulary and the students

not fluently in speaking and unclear pronounciation. Based on the statement the researcher inspired to know in detail students speaking skill through Guessing Game Technique. The reason for using guessing games is give more opportunities to students to make turns in speaking during the times allocated. The researcher assumes that guessing games are combination between language practice and fun. They can express their ideas freely because they do activities with their friends. This game is also easy and flexible in terms of subject matter and design. Beside that the students will be more interest in learning English, especially in learning speaking.

B. The Identification of Problem

1. The students' are still have lack of score in English subject.

2. The students' are still have lack of vocabulary.

3. The student's are not fluently in speaking and unclear pronounciation.

C. The Limitation of Problem

The resercher limit the dicussing study about, " The Improvement of Students' Speaking Skill Through Guessing Games Technique ". Because the resecher find, the effective method to teach using this games. Especially for Junior High School students for seventh grade.

D. The Problem Formulation

In reference to the background of the problem above, the writer tries to state the problem raised of this research as follow: "Can the guessing game technique improve the students' speaking skill at seventh grade of MTs Ma'arif NU 5 Sekampung East Lampung?"

E. **Objectives of Research**

1. To know the implementation of games in teaching speaking skill for the seventh grade students of MTs Ma'arif NU 5 Sekampung East Lampung in improving their skill.

2. To find out the students' response toward the implementation of guessing game in teaching speaking process for the seventh grade of MTs Ma'arif NU 5 Sekampung East Lampung.

F. **Benefit of Research**

The benefit of the research for Junior High School in MTs Ma'arif 05 Sekampung East Lampung that the headmaster of the school knows actually teaching and teaching speaking are really acceded by the teacher. The students of course the headmaster tries provide the equipment of speaking so that,the students speaking can be improved by practicing actively.

By using guessing games in teaching speaking skill to the seventh grade students of MTs Ma'arif 05 Sekampung East Lampung. It motivates and encourage students to practice speaking english. It makes them enjoyed expressing their feeling, ideas, opinion, and even in messages and suggestions. Since it fun activity, it helps students to take port in practice.

CHAPTER II

THE REVIEW OF RELATED THEORY

I. THEORITICAL REVIEW

A. The Concept of Speaking Skill

1. Definition of Speaking Skill

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to known definition first. Many experts define speaking in different ways. Thornbury stated in their book. "Speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge".[1] The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Speaking is a form of communication. We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal.

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[1] Thornbury,Scott, *How to teach speaking*,(San Fransisico: Longman, 1955), p.1

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So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transfering messages across. Therefore, speaking process should pay attention to want and how to say as well as to whom appropriately.

2. **Function of Speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. Jack use expanded three part version of Brown and Yule's framework *: talk as interaction : talk as transaction : talk perfomance.*[2]

a) Talk as Interaction

This refers to what we normally mean by " conversation " and describe interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction of others.

b) Talk as Transaction

This type of talk refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself

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[2] Richard, Jack C, *Developing Classrom Speaking Activities; from theory to practice. Vol 28, 2, Dec 2006.* Guidelines, (RELC, Singapore).p.2

understood clearly and accurately, rather than participants and how they intract socially with each other.

c) Talk as Performance

This refers to public talk, that is, talk which transmits before an audiance such as morning talks, public announcements, speeches.

Talk as performance tends to be in form of monolog rather than dialog, often follows a recognizable format (e.g. speech of welcome) and is closer to written language than conversational language.

3. **Types of Classroom Speaking Performance**

The types of speaking which are expected to carry out in the classroom are the followings:[3]

a) Imitative

At one end of continuum of types of speaking performance is the abilty to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance.

b) Intensive

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[3] Brown, H. Douglas, *Language Assessment: Principles and Classroom Practice*, (San Fransisco: Longman,2003), p. 141

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements – intonation, stress, rythm, juncture).

c) Responsive

Assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.

e) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and story-telling, during which the oppurtunity for oral interaction from listeners is either highly limited (prehaps to nonverbal responses) or ruled out altogether.

4. Problems in Speaking

Brown suggests some causes that make speaking difficult as follows:[4]

a) Clustering

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

b) Redundancy

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

c) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number

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[4] Brown, H. Douglas, *Teaching by principles: An Interactive Approach to Language Pedagogy,* (San Fransisco: Longman, 2001), p. 270

of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *ub, um, well, you know, I mean, like,* etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e) Colloquial Language

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

f) Rate of Delivery

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

g) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

5. **Assessing Speaking Skill**

Brown suggests assessment tasks for interactive speaking (interpersonal and transactional):[5]

a) Interview

When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

b) Role Play

Role playing is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

c) Discussion And Conversation

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[5] Brown, H. Douglas, *Language Assessment.*, p. 167

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide.

d) Games

Among informal assessment devices are a variety of games that directly involve language production.

6. How to Give Feedback in Speaking

When the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work:

a) Repeating the errors or mistakes made,

b) Echoing like a precise way of pin-pointing error,

c) Making statement or question for example "That's not quite right" and so forth,

d) Hinting which is a quick way of helping students to activate rules they already know,

e) Giving a facial expression or gesture indicating there is something wrong with the performance,

f) Reformulating the sentence.[6]

Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication break down during a fluency activity. Second, the teacher can give correction after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

7. The Measurement of Speaking

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking[7]:

Table 3
Indicators of Speaking Measurement:

Aspect	Category	Indicators
	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a

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[6] Harmer, Jeremy, *The Practice Of English Language Teaching*, (London:Longman, 2002), p. 104-109

[7] Weir, Cyril J, *Language Testing And Validation,* New York: Palgrave Macmillan, 2005, p. 195

Fluency		flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriatecices.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.

	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
Interactional strategies	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the text above, the researcher views that there are some indicators of speaking skill measurement. They are fluency, pronounciation, vocabulary, grammatical accuracy and interactional strategies.

B. The Concept of Guessing Game

1. Game

A. Definition of Game

Hadfield says a game is an activity with rules, a goal and element of fun.[8] Furthermore, Steve says games are an amicable way for an educator to present material and assess material learned, in a way that appeals to all her students. Games also help you maximize each student's learning potential. Games help everyone win.[9]

Games can evoke powerful learning. It begins when the student, now a player, is challenged with the information that provokes a search for the answer. When the correct answer is aired, the learning is immediately

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[8] Hadfield, Jill, *Intermediate Vocabulary Game,* (Harlow, Essex:Longman, 1999), p. 4

[9] Sugar, Steve and Kim Kostoroki S, *Primary Games : Experential learning activities for Teaching Children,* (San Fransisco: Jossey Based , 2002), p. 4

reinforced. This learning transfer happens over and over during the game. This moment of learning is not only powerful but often remains long after the learning event or game has been completed.[10]

B. Types of game

Teachers should know kinds of language games before deciding which games are suitable with the lessons. It is important to know the types of games that are available in order to plan a lesson with a balanced pace. It will help teachers to choose the right games. Language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need.

However, many different games into two main types: accuracy-focused games and fluency-focused games. Accuracy focused or language control games aim to score more points than others, usually to find a winner. This kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing). There are eight types of games under this categorization:

1) **Guessing games** are a familiar variant on this principle. The player with the information deliberately with holds it, while others guess what it might be

[10] *Ibid*. p. 12

2) **Search games** are another variant, involving the whole class. In these game everyone in the class has one piece of information.

3) **Matching games** are based on a different principle,but also involve a transfer of information.

4) **Labelling games** involves matching labels to item in a picture.

5) **Exchanging and collecting games** are an extension of this. Players have certain articles or cards which they are willing to exchange for others in order to complete a set.

6) **Board games and card games** are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story.

7) **Role-play games**, players are given the name and some characteristics of a fictional character.

8) **Information gap games**, the games may be played in pairs or small groups, where all members of the group have some information.

C. Advantages of Using Games

There are many advantages of using game in the classroom:[11]

1. Games are a welcome break from the usual routine of the language class.

2. They are motivating and challenging

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning

4. Games provide language practice in the various skills-speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

Games are motivating and challenging. Learning a language requires a great deal of effort and games help students to make and sustain the effort and learning. They will not feel bored, because games are a welcome break from the usual routine of the language class. Games also help the teacher to create contexts in which the language is useful and meaningful.[12] According to Ersoz games are highly motivating because they are amusing and motivating.[13]

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[11] Kim, Lee Su, *Creative Games for the Language Class. 'Forum' Vol.33 No. 1*, January-March 1995, p. 35

[12] Wright, Andrew, David Betteridge and Michael Buckby, *Games for Language Learning,* (Cambridge: Cambridge University Press, 1994), p. 2

[13] Ersoz, Aydan, *Six Games for the EFL/ESL Classroom*. The internet TESL Journal, Vol. VI, No. 6, June 2000 http://iteslj.org/Lessons/Ersoz-Games.html

Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful.

2. Guessing Games

A. Definition of Guessing Games

A guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. A guessing game has as its core a piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word.[14]

According to Klippel, "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out."[15] Essentially, in guessing and speculating games, some one knows something and the others must find out what it is. In addition, according to Hadfield, " Guessing game are a familiar variant on this principle. The player with the infomation deliberately withholds it, while others guess what is might be."[16]

[14] International, Omics. "*Open Access Articles-Top Result For Guessing Game*" . May 2015. Web. 25 October 2016. <http://research.omicsgroup.org/index.php/Guessing_game>

[15] Klippel, Friederike, *Keep Talking* (USA : Cambridge University Press, 1994). p. 31

[16]Hadfield, Jill, *Beginners' Communication Games,* (Longman: Addison Wesley Longman, 1999), p. 7

The guessing game can encourage students to talk and express their ideas or views about something freely with their friends. It can make the situation be fun and communicative in the classroom. These are a variation on information gap games. For instance, one student who has a flash card can not show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.[17]

Based on the definition, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it.

B. Types of Guessing Games

There are many concepts of guessing games, which can be applied inteaching speaking. According to Betteridge and Buckby, there are some guessing games that can be played at various levels. They are:[18]

1) **Guess what it is? Is it…?**

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[17] Ying-Jian Wang, et al, *" Investigating the Impact of Using Games in Teaching Children English"*, in International Journal of Learning & Development, (Taiwan: I-Shou University, 2011), Vol. 1, No. 1, accessed on December 24th 2015.

[18] Wright, Andrew, David Betteridge and Michael Buckby, *Games for Language Learning,* (Cambridge: Cambridge University Press, 1994), p. 169

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

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

2. Is it my face ?

3. Is it the Pond ?

4. Is it Billy and Petter ?

5. Is it the Cinema ?

6. Is it my mother who came this morning ?

7. Is it your book, etc.

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

2) Guess Who am I? What is my name?

Everybody imagines him self to be some body else – a living well known locally, nationally or internationally or an historical figures such as Napoleon, Ghandy, Julius Caesar, Galileo, Etc. Each makes up sentencesabout him self, e.g.

1. I lived…..about…..years ago.

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

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

3) Guess what there is in my bag today?

Alternatively:

1. What is in my bag today?

2. What have I got in my bag today?

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

4) Guess where it is?

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

a) Is it behind the cupboard

b) Is it in Mr. Claus's bag

c) Is it mam's desk

d) In your shoe

e) Under those books / etc.

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

C.   Benefits of Use Guessing Game

Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their must important function is to give practice in communication. It says that guessing games give students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English.

Guessing games can be painless to develop or reinforce any number concepts. "Guessing what I am," Guess who I am" for example, can be used teach about animals profession or people in different age groups (baby, child, teenager, young adult, elderly person).

D. A Category Guessing Game

There are some rules in Guessing game. We can choose and adjust depend on the material and situation in the class. One such game is conducted as follows:[19]

1. Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories.

2. The student who has drawn a slip from a box which contains words related to many different categories.

3. The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category,"is it a word for food? For furniture? For transportation? "The four students who have seen the slip take turns answering "No, it isn"t" until the right category has been guessed.

4. After the correct category has been discovered (transportation, for instance) members of the class continue to ask Yes/No questions: "Is the word bus? Is it taxi? Is it train?"

5. The one whose guess is correct may draw a slip from the box the next time the game is played.

[19] Allen ,Virginia French, *Techniques in Teaching Vocabulary* , (New York: Oxford University Press, 1983). p.51

E. Implementation of Guessing Games

There are some tasks that teacher can instruct to the students to perform the activities in the implementation of guessing game.

➢ Pre-teaching Activities

In the first activities, the teacher greets the students and checks the students' attendance. Then the teacher checks the students' readiness to study and also review the previous lesson to remind the students about the last lesson. In this stage, the teacher builds the students' background knowledge related to the lesson that will be given. Besides that, the teacher tells the students about lesson which are going to be taught and the teacher tells the achievement indicators and the objectives of the lesson which are going to be taught.

➢ Whilst-teaching Activities

Then in the main activities the teacher begins this stage by introducing the first lesson by use guessing game technique. Here are some of the procedures in apply guessing game technique in the classrom:

a. Class is divided into four groups; one chairperson is given a picture of the object, and then tells a group a clue about the object is household tool, clothes, vehicles, or any other stuff. The group should find the answer by asking yes or no question, for at least twenty questions. A group which has twenty questions and answer correctly will be the winner.

b. The teacher has a picture, which the students can"t see. The teacher presents a brief explanation about the picture and then asks the students to ask questions and find out exactly what the picture looks like or draw the picture. Hiding the pictures gives students a genuine reason to ask questions because they want to find out information about the picture. They also have to listen carefully to answers, so that they draw the pictures or one student stands at the front of the class with a picture in his or her hands and other students guess.

c. Two students stand at the front of the class. One shows the picture to the class but not to the other student. The other student guesses and the rest of the class response in chorus. This activity can also be organized with students working in small groups. The teacher gives a picture to one student in each group, and the others in the group try to guess it.

d. Secretly put an object in a paper bag or hide it. Then, get the students to guess what's in the bag, by asking an appropriate question. The student who guesses correctly takes over from the teacher. Do this a couple of times, and then let the students take over. Students can do this group vs. group, or in pairs.

Another version of that activity is that the teacher sends two students out of the room. The other students hide an object. The two students come back and guess what the object is and where it is hidden, by asking questions, e.g.

Is it made of wood?

Is it a pencil?

Is it on this side of the room?

e. One student chooses a job, and mimes a typical activity which it involves. The others try to guess the job by asking questions either about the activity or the job, e.g.:

Were you mending something?

Were you digging?

Do you work outside?

f. Twenty Question

"Twenty questions" is one kind of guessing games. The essential rule of this game is that someone knows something and others must find out what it is.This game is a useful teaching technique since it can create a true communicative situation and combine the language practice in fun and excitement ways.

Procedures: Students are divided in two teams. Each team thinks of an object and tells the other team that the object is either animal, vegetable, or mineral- or a combination of two or three of these. If team A is in charge, so team B has to find out what the object is by asking only "yes/no" questions such as "Can you use it in the kitchen?" , and team A can answer the question in a complete answer like "No, we can't" or just in short answer like "No" or "Yes".

If team B can find out what the object is in twenty questions or less, team B will get point. At this phase, the teacher should arrange how many point that the team B will get if they can answer it in just five questions, ten questions, or fifteen questions, e.g. in or less than five questions, the team will get 20 points, in or less than ten questions the team will get 15 points, and so on.

➢ Post-teaching Activities

In the last activities, the students are asked to be a volunteer to tell or conclude what are the lesson for today in front of the classroom. Then the teacher will give feedback by pronounce some words correct or well which the students pronounce unwell while guessing game activity.

II. Conceptual Framework

In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students' lack of speaking skills. Therefore, the researcher had to improve the students' speaking skills. The researcher tried to use speaking guessing games to teach speaking. The researcher would implement the use of speaking guessing games in the teaching and learning process at the stage of production.

Using speaking guessing games in teaching speaking provides some activities that encourage and support the students to speak and to express their ideas. The researcher would also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions.

By implementing the action, that is using speaking guessing games to teach speaking, the researcher hopes that there are some improvements of the students' speaking skills. The researcher would give the students activities

that encourage and support them to speak in order to make them able to speak English in daily communication.