



**THE USE OF GUESSING GAMES TO IMPROVE STUDENTS'
SPEAKING SKILL
(An Experimental Study of Seventh-Grade Students of SMP Negeri 7
Semarang in Academic Year of 2017/2018)**

A final project

Submitted in partial fulfillment of the requirements for the degree of *Sarjana
Pendidikan* in English

by

Firda Rizki Nurfilasari

2201414108

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG
2018**

APPROVAL

This final project has been approved by a team of examiners of English Department the Faculty of Language and Arts, Universitas Negeri Semarang on January 2019.

Board of Examiners

1. Chair Person

Dr. Hendi Pratama, S.Pd., M.A.
NIP. 198505282010121006



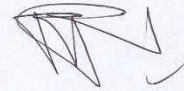
2. Secretary

Dr. Rudi Hartono, S.S., M.Pd,
NIP. 196909072002121001



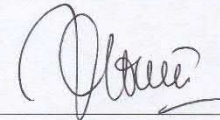
3. First Examiner

Prof. Dr. Dwi Rukmini, M.Pd,
NIP. 195104151976032001



4. Second Examiner

Novia Trisanti, S.Pd., M.Pd,
NIP. 197611062005012002



5. Advisor/Third Examiner

Dr. C. Murni Wahyanti, M.A.
NIP. 195404231979032001



Approved by
Dean of Language and Arts Faculty,



Prof. Dr. M. Jazuli, M.Hum
NIP. 196107041988031003

STATEMENT OF ORIGINALITY

I hereby declare that,

Name : Firda Rizki Nurfilasari

NIM : 2201414108

Study Program/Department : English Education/English Department

Faculty : Language and Arts

State that the final project entitled:

**THE USE OF GUESSING GAMES TO IMPROVE STUDENTS'
SPEAKING SKILL (An Experimental Study of Seventh-Grade Students of
SMP Negeri 7 Semarang in Academic Year of 2017/2018)**

I write this final project in order to accomplish the requirement for the bachelor degree is absolutely my own work that I have made through research. All quotation either direct or indirect, whether derived from literature sources and other sources has been accompanied with the origin of identity of the source in scientific writing. This undergraduate final project contains no material previously written by any other person except where due references is made in the text of the undergraduate final project.

Semarang, December 2018



Firda Rizki Nurfilasari
NIM. 2201414108

MOTTO AND DEDICATION

MOTTO

“Opportunities don’t happen. You create them” – Chris Grosser

“It is better to fail in originality than to succeed in imitation” – Herman Melville

DEDICATION

- My beloved parents Yuli Saputro and Yuliasih Sukmaningrum who always give their love, support, and prayer.
- My beloved sister and brother Vania Rizki and Raihan Hilmy who always give their support.
- All of the lecturers of English Department Universitas Negeri Semarang who guided me in finishing this final project.
- All of my friends who always give their support in finishing this final project.

ACKNOWLEDGEMENT

First of all, I praise to Allah SWT. Peace and blessing on the Messenger of Allah, Muhammad SAW for the mercy and blessing given to me during my study and in completing this final project. I would be grateful to many people who have contributed their support, time, and their ideas in completing my final project.

I would like to express my sincere gratitude to Dr. C. Murni Wahyanti, M.A as my advisor for giving me guidance and help me to finish this final project. I also thank the examiners who have helped me accomplishing and correcting this final project; and also to all the lecturers of English Department of UNNES for the knowledge during the study.

I also would like to dedicate my deepest gratitude to my beloved mother, my father, my sister, my brother, my best friend who have given me support, motivation, and prayers. I also would like to extent my deep thanks to the principal of SMP Negeri 7 Semarang and all the teachers who have helped me in conducting this study.

Last but not least, I would like to give my deep appreciation to all my friends for their support during my study, and all persons who might not be mentioned here.

Semarang,

The Writer

ABSTRACT

Rizki Nurfilasari, Firda. 2018. *The Use of Guessing Games to Improve Students' Speaking Skill (an Experimental Study of Seventh-Grade Students of SMP Negeri 7 Semarang in Academic Year of 2017/2018)*. Final Project. English Department. S1 Degree of English Education. Advisor: Dr. C. Murni Wahyanti, M.A.

Keywords: Guessing Games, Speaking Skill, Seventh Grade of Junior High School, Experimental Study.

This study aims to find out whether guessing games is an effective technique to improve students' speaking skill or not, and to find out whether there is a significance difference between the achievement of the students who are taught by using guessing games and those who are taught by using a conventional method or not.

This study was using quantitative approach. The population of the study was the seventh grade students of SMP Negeri 7 Semarang in the academic year of 2017/2018. The number of population was 224 students. VII D as the experimental group, and VII A as the control group.

Based on the result, the pre-test's score from the experimental group was 61.4, and the score of the control group was 61.6. In the treatment, the students in the experimental group was taught by using guessing games and the students was given list of question that they can use in the game. After that the students practice it in front of the class. The control group was taught by giving them list of the vocabulary that they can use, and asking them to make a short conversation and practice it in front of the class. The post-test's score from the experimental group was 73.4, and the score of the control group was 71.

After doing the research, there were differences of the score between the students who were taught by using guessing games, and the students who were taught by using a conventional method. Finally, from the result of the score we can concluded that guessing games is effective to improve students' speaking skill. The students became more active to speak, they can enrich their vocabulary, excited during the learning process, and they were interested in the game itself.

TABLE OF CONTENTS

APPROVAL	ii
STATEMENT OF ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Statements of the Problem	3
1.4 Purposes of the Study	4
1.5 Significance of the Study	4
1.6 Definition of Keywords	5
1.7 Outline of the Final Project	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Review of Previous Study	7
2.2 Definition of Speaking	8
2.2.1 The Importance of Speaking Skill	9
2.2.2 The Difference between Spoken and Written Language	10
2.3 The Concept of Guessing Games as a Communicative Games	11
2.3.1 The Use of Guessing Games	13
2.3.2 Guessing Games in Teaching Speaking	15
2.3.3 The Design of Guessing Games	16
CHAPTER III RESEARCH METHOD	19

3.1	Research Design	19
3.2	Subject of the Study	20
3.2.1	Population	20
3.2.2	Sample	20
3.3	Variables	21
3.3.1	Dependent Variable	21
3.3.2	Independent Variable	21
3.4	Instrument of the Study	22
3.4.1	Rating Scale	22
3.4.2	Questionnaire	27
3.4.3	Observational Journal	29
3.4.4	The Try Out	29
3.4.4.1	Validity	30
3.4.4.2	Reliability	32
3.5	Procedure of Research.....	34
3.6	Scoring System.....	35
3.7	Method of Data Analysis.....	36
3.7.1	Mean	36
3.7.2	Variance	37
3.7.3	Standard Deviation	37
CHAPTER IV FINDINGS AND DISCUSSION		38
4.1	General Description	38
4.1.1	The Try-Out Test	39
4.1.2	The Pre-Test	41
4.1.3	Treatment	42
4.1.3.1	Treatments for the Experimental Group	42
4.1.3.2	Treatments for the Control Group	43

4.1.4	Post-test and Questionnaire	44
4.2	Research Findings	45
4.2.1	The Result of the Pre-test	45
4.2.2	The Result of the Post-Test	47
4.3	Normality	48
4.3.1	Normality of the Pre-test from the Experimental Group.....	49
4.3.2	Normality of the Post-test from the Experimental Group	49
4.3.3	Normality of the Pre-test from the Control Group	49
4.3.4	Normality of the Post-test from the Control Group	49
4.4	T-test	50
4.5	The Achievement of the Students from the Experimental Group	50
4.6	The Achievement of the Students from the Control Group	52
4.7	The Test Result	53
4.8	Analysis of Questionnaire	56
4.9	Discussion	59
4.9.1	Analysis of the Observational Journal	60
	CHAPTER V CONCLUSION AND SUGGESTION	61
5.1	Conclusion	61
5.2	Suggestion	62
5.2.1	Teachers	62
5.2.2	Other Researchers	62
	BIBLIOGRAPHY	63
	APPENDICES	65

LIST OF APPENDICES

Appendix:	
Appendix1	List of the Students from the Experimental Group (VII D) 66
Appendix2	List of the Students from Control Group (VII A) 67
Appendix3	TRY OUT TEST 68
Appendix4	PRE-TEST..... 70
Appendix5	Rencana Pelaksanaan Pembelajaran..... 72
Appendix6	Rencana Pelaksanaan Pembelajaran..... 83
Appendix7	POST-TEST 93
Appendix8	Questionnaire..... 95
Appendix9	Daftar pertanyaan yang dapat kamu gunakan: 96
Appendix10	RESULT OF PRE-TEST EXPERIMENTAL GROUP 98
Appendix11	RESULT OF POST-TEST EXPERIMENTAL GROUP..... 99
Appendix12	RESULT OF PRE-TEST CONTROL GROUP 100
Appendix13	RESULT OF POST-TEST CONTROL GROUP..... 101
Appendix14	RESULT OF TRY OUT..... 102
Appendix15	DESCRIPTIVE STATISTICS106
Appendix16	TEST OF NORMALITY107
Appendix17	T-TEST.....108
Appendix18	Result of the Questionnaire 109
Appendix19	DOCUMENTATION..... 110

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has become an important role in communication for people around the world. People who want to develop their relation or internship in the world have to learn the English language as an international language since almost all of the job vacancy states the requirement that they have to be able to speak English either spoken or written.

There are four skills in English, they are writing, reading, speaking, and listening. Speaking skill is one of the skills that is important in English because with the speaking skill we are able to convey something that is in our mind and in other's mind as well. Without speech, a language is reduced to a mere script. Jones stated, "Speaking is a form of communication Jones (1989: 14). There is a very close relationship between the speaker and the listener. Thus, speaking skill is very important in English especially in daily communication

Based on the observation to the seventh-grade students in SMP N 7 Semarang in the academic year 2017/2018, there is a problem in teaching and learning speaking. The students have difficulty in pronouncing some words. Thus, the problem is they are difficult to comprehend and to pronounce some English word. Then, the writer did an observation by interviewing the seventh-grade students of SMP N 7 Semarang. After analyzing the problem, it could be influenced by the learning strategy. In teaching speaking, they are still using conventional method.

There are some techniques that give to the students to improve their speaking skill. They usually read a textbook and read it aloud together by repeating the teacher. But the students think that it is not challenging for them. Thus, they easily forget the words since they are only repeating from the teacher and do not remember the words that they have learned before.

Based on the case, the writer wants to use an alternative strategy to improve the students' speaking skill. There are many techniques or strategies that can be used to improve students' speaking skill such as pictures, cards, games, songs, etc. In this study, the writer chooses a game named guessing games. Wright (1983: 169) states in guessing game someone knows something and the other must find out what it is.

Games make students interested in learning to speak because they are learning English in a fun way. Lee (1996: 35) lists several main benefits when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging", "effort of learning" and "language practice in the various skills". Games can make the students practice and improve their ability to speaking because games during the class give students opportunities to use English orally and directly. A learner is expected to be active during the class and shows their ability also confidence in communicating a foreign language. From many opinions about games to improve students' speaking skill, guessing games can be applied in the teaching of speaking.

Based on the statements above, the writer chooses games especially communicative games as a technique to teach English as foreign language for

children or young learners because the writer thinks that communicative games are able to motivate them to speak more, encourage them to confidently to work in pairs or in groups, and able to enrich their vocabulary mastery.

1.2 Reasons for Choosing the Topic

In this study, the writer proposes one of the communicative games entitled “Guessing Game” as a technique for teaching English as a foreign language. The writer chooses guessing games based on the considerations that children are basically like to play games since games are fun, exciting, simple, and could make children enjoy the learning process. Games especially guessing games can increase communication among students since guessing games belongs to communicative games. Guessing games also train the students to communicate with other students.

1.3 Statements of the Problem

The statements of the problem are:

1. How effective is the use of guessing games to improve students’ speaking skill?
2. Is there any significant difference between the achievement of students’ who are taught by using guessing games and those who are taught by using conventional method?

1.4 Purposes of the Study

The purposes of the study are:

1. To find out whether guessing games is an effective technique to improve students' speaking or not.
2. To find out whether there is a significant difference between the achievement of students' who are taught by using guessing games and those who are taught by using conventional method or not.

1.5 Significances of the Study

Dealing with the purposes which would be achieved, the result of the study hopefully will give some benefits. Those are presented below:

1. Theoretically
 - a. Provide the English teachers a scientific study on the effectiveness of Guessing Games to improve students' speaking skill for the seventh grade of Junior High School.
 - b. Provide the English teachers an additional reference in teaching speaking for Junior High School.
 - c. For future researchers, this study may provide a source to conduct further research relevant to the problem.
 - d. For the researcher, the result of this study can give the researcher useful knowledge of the use of guessing games in teaching speaking skills.
2. Practically
 - a. For the students, this study can challenge the students and make them more active in the speaking and learning process.

- b. For the teachers, the result of the study may provide a useful activity to implement guessing games as an alternative strategy in teaching speaking.

1.6 Definition of Keywords

There are several terms in this study. The definition of them as follows:

1. Guessing Games

Based on (Merriam Webster's online dictionary on <https://www.merriam-webster.com/dictionary/guessing%20game>)

guessing games is a game in which the players has to correctly guess the answer.

2. Speaking Skill

- a. Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.
- b. Bailey (2005: 2) states that speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it.
- c. Lado (1961: 240) says that speaking is described as an ability to converse or to express a sequence of idea fluently.
- d. Wilson (1983: 5) defines speaking as the development of the relationship between speaker and listener.

1.7 Outline of the Final Project

Chapter one includes the background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significances of the study, and the outline of the final project.

Chapter two presents the review of related literature, which discuss the review of the previous study, the definition of speaking skill, the importance of speaking skill, the concept of guessing games as a communicative game, the use of guessing games, the design of guessing game.

Chapter three presents the method of investigation. It covers the classroom study, the role of the researcher, and the procedure of analyzing data.

Chapter four covers the detail of the study analysis. It covers the result of the study, the teacher's procedure in conducting the game, and some problems in conducting the game. Chapter five gives a conclusion of the result of the study and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to present the review of related literatures, which discuss about the review of previous study, definition of speaking skill, the importance of speaking skill, the concept of guessing games as a communicative games, the use of guessing games, the design of guessing game.

2.1 Review of Previous Study

There are some researchers who conducted research on using some techniques or media to improve the students' speaking skill. One of them is from Dian Fitriana (2012). This research was attended to analyze the use of guessing games to improve students' speaking skill. The purpose of the thesis was to give the reader some reasons for using guessing games in speaking activity and give more opportunities for students to practice in speaking during the times allocated. The purpose of this study was to find whether there is a significant difference between students' speaking ability of grade VII who are taught by using guessing games and those who are taught without using guessing games.

This study is an experimental research, and the data were obtained by interviewing the English teacher and the students of grade VII. The data were in the forms of interview transcripts, field notes, photos, and questionnaire scores. The researcher followed four criteria proposed by Burns (1999: 161). They are democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The result of the study showed that guessing games is believed effective to improve students' skills to learn speaking English, maximizes students' participation during the speaking activities, and reduces the students' boredom on learning English.

Based on the research above, we can conclude that the implementation of guessing games is effective to improve students' speaking skill. Guessing games also maximize their participation during class and reduce their boredom in learning English because children learn mostly through games and fun activities. Besides, guessing games also train the students to communicate with other students.

2.2 Definition of Speaking

Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it Bailey (2005: 2).

Lado (1961: 240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. It is the main skill in communication. Speaking is the important aspect for English that should be a priority in language learning. As speaking is the ability to express the ideas, there will be a relationship between the listener and the speaker when someone speaks which is called by communication. Wilson (1983: 5) defines speaking as the development of the relationship between speaker and listener. It means that speaking is a productive

skill that the speaker uses or produces the language and tries to get a message or idea at the same time.

From the definition above, we can conclude that speaking is saying something to the listener about what we see, think, and feel. When we think something such as ideas and feel something, we want the listener to listen to us and know what we feel and what we think. Thus, we can call this process as an interaction between two sides (the speaker and the listener).

2.2.1 The Importance of Speaking Skill

Speaking is the basic parts of English especially in learning English as a foreign language. Without speech, we cannot communicate with each other. The importance of speaking skills is to develop the learners of any language, especially in the English language. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will tremendous satisfaction from it Harmer (2010: 123).

Similar to listening, speaking is a skill which deserves much attention every bit as much as other language skills are concerned, in both first and second languages since, in EFL classroom, teaching speaking plays a great role for the learners' good oral achievement (Bygate, 1987).

The importance of speech is great for any language learner. Without speech, a language is reduced to a mere script. The use of language is an ongoing activity

in our daily life. We use the language in various situations. People in their workplace should speak properly and effectively communicate with other people.

In order to become a knowledgeable communicator, one must be proficient each of the four language abilities such as listening, speaking, reading and writing. The ability to speak skillfully will be giving the speakers some advantages, such as the ability to express one's thoughts, opinions, and feelings, in the form of words.

2.2.2 The Difference between Spoken and Written Language

There are many differences between written and spoken language. "Ordinary talk could not be the object of study for linguistics since it is too disordered; it is an essentially degenerate realization of linguistics competence" Hutchby & Wooffitt (1998: 22).

Chafe (1994) introduces six differences between spoken and written language: evanescence versus permanence and transportability, differences in tempo, spontaneity versus deliberate working over, richness of prosody, naturalness, and situatedness versus desituatedness. Evanescence of spoken language means that the nature of "rapid fading" that was first identified by Hockett (1960). Sound fades very quickly and it cannot be heard from afar. Difference in tempo refers to the fact that speaking is usually delivered faster than the written language is produced. Spontaneity means that the nature of spoken language tends to be delivered without careful thought about the content. Richness of prosody refers to we can utilize pitches, prominences, pause and voice quality when we speak. Besides, our writing systems do not have well developed ways to produce it. Naturalness refers to the idea that spoken language is physically natural to the

human organism while writing is not. The last is situatedness and desituatedness refer to the setting in which communication takes place. Those engaged in conversation physically close when they speak while the writer and the reader do not have to be close when the writer constructs and produces a text. Chafe states that writing is slower than speaking because we have no technological device which allows us to write as fast as we speak.

The typical spoken tends to be unplanned, informal, and directed to the listener who generally known to and interacting with the speakers, and often providing immediate (verbal and non-verbal) feedback. Speaking is more likely to be about personal experiences. Written text, in the other hand, tend to be well-planned. The writer can manage their production to meet the communicative, esthetic, and formal standards. Writing conveys more general descriptive and explanatory information. Thus, the speaker and the listener in a typical conversation situation tend to be more involved in their communication than the writer and the reader.

2.3 The Concept of Guessing Games as a Communicative Games

Guessing game has the similarity with Twenty Questions games. In this game, the players/students have to ask a question to guess the object. In guessing games, the players/students only ask a question based on the amount of the students who include in the games. Learning through games actually enables children to make the environment and the atmosphere of studying is more fun, attractive, and active.

Based on Meriem Webster dictionary (1986) guessing game is game in which the participants compete individually or team in the identification of something indicate obscurely. Based on the definition above, it can be said that guessing games provide well-arrange activities. The participator competes team or individually in the identification of the objects that shown by the chairperson.

In addition, the chairperson tells a clue to the team that the object is an animal, or household tools, vehicles or any stuff. To find the answer of the object, the team should ask yes or no questions to the chairperson. For example “is it an animal?” therefore, the chairperson should answer by only saying “yes” or “no” to the team. By the explanation above we can conclude that games especially guessing games can improve students’ communication skills and improve their speaking ability.

Games in learning process enable students to improve and develop their language especially speaking ability. It appears naturally such as in communicative games. Guessing games teach students’ communication skills to other students. They are able to practice receiving and sending a message through guessing games, nonverbal communication, problem solving, associating with others, and listening skills. Patricia (1988: 155) states “guessing games can be used to develop reinforce a concept, to add diversion to regular activities, or just to break the ice. However, the most important function is to give much practice in communication.

Communication games are the activity which increase interaction among students through talking to one another in order to solve a puzzle, draw a picture,

put things in the right order, find similarities and differences between pictures, and so on Harmer (2001: 272). In this case, a game can be a solution as it stated by Prank that game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning (Mahmoud & Tanni, 2014). Teacher has to motivate students to speak by using communicative approach combined with games so that hopefully it can encourage students to be active and improve their speaking and communicative competence.

2.3.1 The Use of Guessing Games

There are some studies talking about guessing game to improve students' speaking skill. The basic rule of guessing games is eminently simple; one person knows something that another wants to find out (Klippel, 1994: 31). However, Wright & Buck have the same opinion as Klippel. They state that essentially, in guessing and speculating games, someone knows something and the others must find out what it is (Wright & Buck 1990: 169)

There are many reasons a teacher uses games in teaching English, especially in teaching speaking. Games can make the students practice and improve their ability to speaking because games during the class give students opportunities to use English orally and directly.

Lee (1994:13) states that among them are number of guessing games which can be applied at various age level in general, the challenge to guess arouses

considerable interest and encourages the learners to communicate....” It means that guessing games can be used at every age level.

Besides, guessing games also give students the opportunity to formulate a question. Silver (1983: 244) states, “Real guessing games provide the students with much practice in formalize questions, an essential skill that does not always receive sufficient attention.”

According to Klippel (1994:32), “Everybody knows guessing games, it is not only children that like guessing games; adults like guessing too, as shown by many popular TV programmer. He also adds, “Guessing are true communicative situation and such are very important to practice foreign language with fun and excitement.

From the quotation above, we can conclude that guessing games are practice and interested in learning and improve students’ speaking skill especially young learners since we know that they like to play a game even during classes and games are the practical way to make students speak orally. Guessing games also a fun game to play for teenagers and adults because it is such a combination of language learning and excitement.

2.3.2 Guessing Games in Teaching Speaking

Games can be applied in teaching English since we know that children mostly learn through games. Games can be found in learning English such as listening, speaking, writing, and reading. Guessing games is one of the communicative games that can be matched with teaching speaking. Communication

games is an activity which increases interaction among students through talking to one another in order to solve a puzzle, draw a picture, put things in the right order, find similarities and differences between pictures, and so on (Harmer 2001: 272). Communication games mean that in those games students or young learners are able to work with their team or other students as long as they can communicate with each other. Communicative games also can improve students' speaking skill.

Harmer continued his statements that in order to do these activities, there must be something that makes students interested in communication (Harmer, 2004). Therefore, teachers have to try to motivate students to speak by using games combined with the communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communication competence.

Guessing games is one of the communicative games because in this games the student must speak and communicate with other students to play this games. Silver (1983:244) says, "Real guessing games provide the students with much practice in formalize questions, an essential skill that does not always receive sufficient attention."

According to Lee (1994), there are some of guessing games that can be used in teaching speaking to the various levels of learners:

- a. Guess what is it ? is it...?
- b. Guess who am I ? what is my name?
- c. Guess what is in there in my bag today?

d. Guess where is it ? (Lee, 1994)

According to Richard & Amato (1988), Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. Guessing games give students more opportunities in formulating question such as “is it an animal?, is it a fruit?, is it a vegetable?”. By using this game students are asked to practice in formulating a question such as simple question – answer and participate to speak more during classes.

2.3.3 The Design of Guessing Games

There are many designs of guessing games that can be applied by teachers in teaching speaking. According to Lee in Betteridge and Bukby (1990: 169) there are some guessing games that can played at various levels. They are:

a. Guess what is it? Is it...?

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

- Is it a vehicle?
- Is it a fish?
- Is it a pet?
- Is it your book? Etc.

b. Guess Who I am? What is my name?/ who is she/he?

Imagine herself to somebody else or figure.

- She has blonde hair.
 - He is a scientist. Etc.
- c. Guess what is in my bag today?

- What is in my bag today?
- What I got in my bag today?

The students guess for example there is an orange/a pen/a book, etc. and the owner will say Yes, there is a.../ No, there is no...

- d. Guess where is it?

Students turn around their body and close their eyes while guessing the object such as a coin, a fruit, a doll, etc.

- Is it behind me?
- Is it in Mr. Brown's bag?
- Is it in front of the door? Etc.

The main design of the games are the same. Divide the class into two groups and then give a card to one student and let the students who hold the card guess what the picture or word in a card by giving a clue from the other students behind him/her. The students who are standing and hold the card would ask for instance "Is it an animal?/Is it a vegetable/Is it a fruit?" until 20 questions.

Besides, the other students who see the picture in the card itself would answer it by saying yes/no.

CHAPTER V

CONCLUSION AND SUGGESTION

1.1 Conclusion

After conducting the research, I conclude that guessing games effective to improve students' speaking skill especially the seventh-grade students in SMP Negeri 7 Semarang. It can be concluded from the result of the pre-test and the post-test in the experimental and control group. The pre-test's mean of the experimental group was 61.4 and the mean of the post-test was 73.4 the difference was 12. Meanwhile, the pre-test's mean of the control group was 61.6 and the mean of the post-test was 71 the difference was 9.4. In the experimental group, the treatment was guessing games. I gave them a short explanation about the game and the clue of the game itself. After that, I divided them into several groups, and gave the list of the questions that the students can use in the game. For the control group, I gave them treatment about "this is my world" in chapter 4. I gave the introduction to the class, and then gave the students some vocabulary related to the material. After that, I divided them into several groups. I asked them to make a conversation with their partner related to the material. The students showed their excitement during the treatment in both the experimental and control group. In the experimental group, the students were active to speak. In the control group, the class was good but the students not too active. Only a few students were active in the class. In addition, the use of guessing games is effective to improve students' speaking skill especially for seventh-grade students in SMP Negeri 7 Semarang.

5.2 Suggestion

After concluded the result of the study and gave the conclusion, there are some suggestions that I can mention in this chapter. The suggestion is for the teachers and other researchers;

5.2.1 Teachers

Guessing games is one of the alternative technique in teaching speaking. There are lots of media or technique beside guessing games that can be used. However, guessing games help the teacher to make the enthusiasm of the students increase by using a game as the learning technique. Guessing games also help the teacher to deliver the material and make the students more active to speak and share their idea through speaking. Thus, the students become more excited to learn English and more active during the class.

The result of the test on the experimental group shows the improvement after I conducted the treatment. Thus, I would like to give a suggestion to the teacher to use guessing games to improve students' speaking skill.

5.2.2 Other Researchers

I realized that this study has so many weaknesses, and I really need many of the suggestions and critics from the readers.

I hope that this study can give suggestion to the other researchers so that they can find new research, topic, and point of view that can be applied in a real situation.

BIBLIOGRAPHY

- Aliaga, M. & Gunderson, B. (2002). *Interactive statistics*. New Jersey: Prentice Hall.
- Aslanabadi, H.(2013). "The effect of games on improvement of Iranian EFL vocabulary knowledge in kindergartens." *International review of social sciences and humanities*.
- Bailey, K. M.&Savage L. (1994). *New ways in teaching speaking*. Alexandria, Virginia: Teachers of English to Speakers of Other Languages (TESOL).
- Bailey, K. M. (2005). *Practical English language teaching: Speaking*. New York: McGraw-Hill.
- Best, J. W. (1981). *Research in education*. New Jersey: Prentice Hall Inc.
- Brown, H.D. (2004). *Language assessment principles and classroom practice*. United States of America.
- Burns, A.(1999). *Collaborative action research for english language teachers*. Cambridge: Cambridge University Press.
- Bygate, M. (1987). *Language teaching: speaking*. New York; Oxford University Press. Cambridge University Press.
- Chafe, W. (1994). *Discourse, consciousness, and time*. Chicago and London: The University of Chicago Press.
- Fitriana, D.(2012). *Improving the speaking skill through guessing games of the seventh grade students of SMP Muhammadiyah 1 Seyegan Yogyakarta in the academic year of 2012/2013*.
- Fleiss, J. L. (1975). Measuring agreement between two judges on the presence or absence of a trait. *Biometrics*, 31(3), 651 – 659.
- Redeker, G. (1984). On differences between spoken and written language. *Discourse Processes*, 7(1), 43-55. doi: 10.1080/01638538409544580.
- Harmer, J. (2001). *The practice of English language teaching*. 3rd edition. Edinburgh: Longman.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman.
- Harris, D.P. (1969). *Testing English as a second language*. London: McGrawHill Book Company.

- Hockett, C. F. (1960). The origin of speech. *Scientific American*, 203, 89-97.
- Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis*. Cambridge: Polity Press.
- Jones, R.(1989). *Speaking and listening*. London: John Murray Publishers.
- Kerlinger, F.N. (1965).*Foundation of behavioral research*. New York: Hott Rinehart, and Winston, Inc.
- Klippel, F. (1994). *Keep talking*. USA: Cambridge University Press.
- Lado, R. (1964). *Language teaching: A scientific approach*. Bombay: MC.
- Landis, J. R & Koch, G. (1977). The measurement of observer agreement for categorical data. *Biometrics*,33(1), 159 – 174.
- Silver, S.M. (1980 – 1983).*Guessingfor the classroom and the English-speaking club*. Selected Articles from the English Teaching Forum.
- Mahmoud, A.A.A., & Tanni, Z. A. (2014). Using games to promote student motivation towards learning English, Al-Quds. *Open University Journal for Educational & Psychological Research & Studies*.
- Patricia, A., Richard-Amato. (1980). *Making it happened: interaction in the second language classroom*. New York and London: Longman.
- Taheri, M.(2014). "The effect of using language games on vocabulary retention of Iranian elementary EFL learners." *Journal of Language Teaching and Research*, 5(3):544-549.
- Webster, M. *The Definition of Guessing Games*. <https://www.merriam-webster.com/dictionary/guessing%20game>).
- Wilson, S. (1983). *Living English structure*. London: Longman
- Wright, A., Betteridge, D & Buckby, M. (1983). *Games for language learning, new edition*. Great Britain: Cambridge University Press.